Middlebury 1988–1989

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Middlebury College endeavors to present an accurate overview of the programs, facilities and fees of the College in this publication. However, Middlebury College reserves the right to alter any program, facilities or fees described in this publication without notice or obligation.

Note: *The last page of this catalog contains a listing of administrative offices and telephone numbers.*

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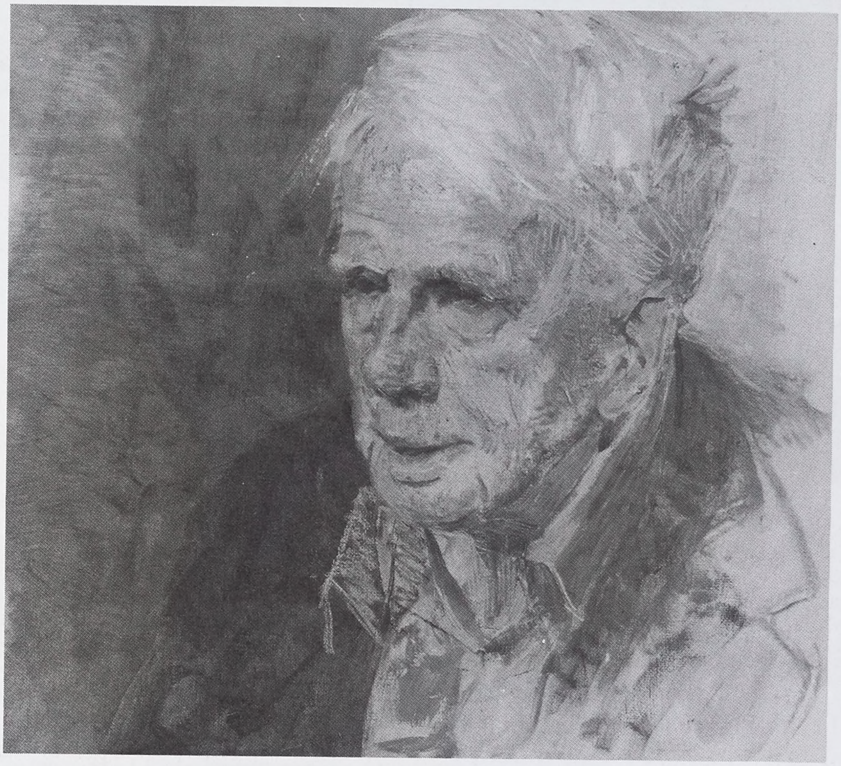

Something we were withholding made us weak
Until we found it was ourselves
We were withholding from our land of living,
And forthwith found salvation in surrender.
Such as we were we gave ourselves outright . . .

Robert Frost, *The Gift Outright*

Robert Frost lived for many years in the neighboring town of Ripton, Vermont. A close friend of Middlebury College, one of his earliest marks of public recognition was an honorary Doctor of Letters from Middlebury in 1924.

Gardner Cox's famous portrait of Frost is on display in the Robert Frost Room at the Egbert Starr Library of the College.

From "The Gift Outright" from *The Poetry of Robert Frost*, edited by Edward Connery Lathem. Copyright 1942 by Robert Frost. Copyright ©1970 by Lesley Frost Ballantine. Reprinted by permission of Holt, Rinehart and Winston, Inc.

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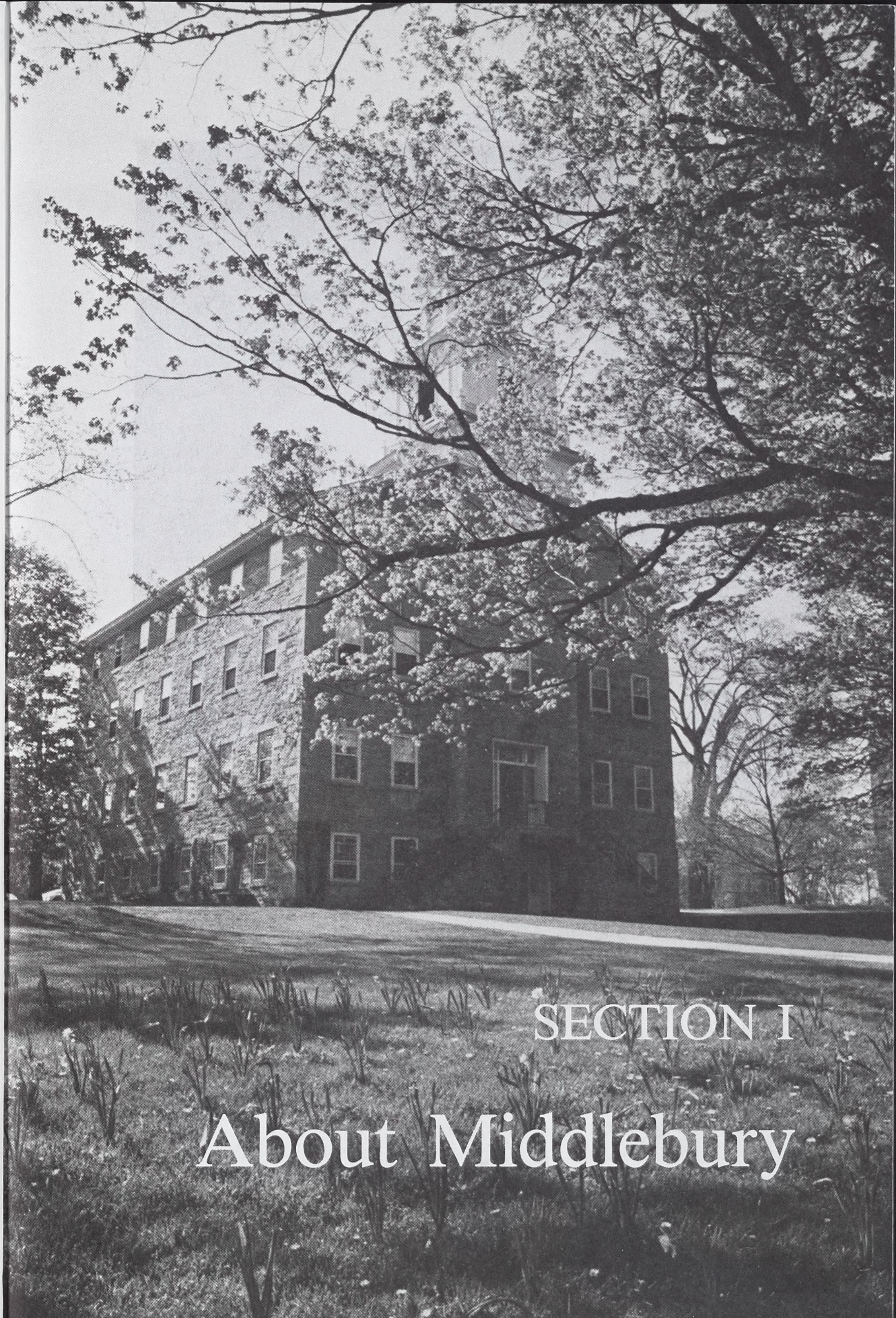
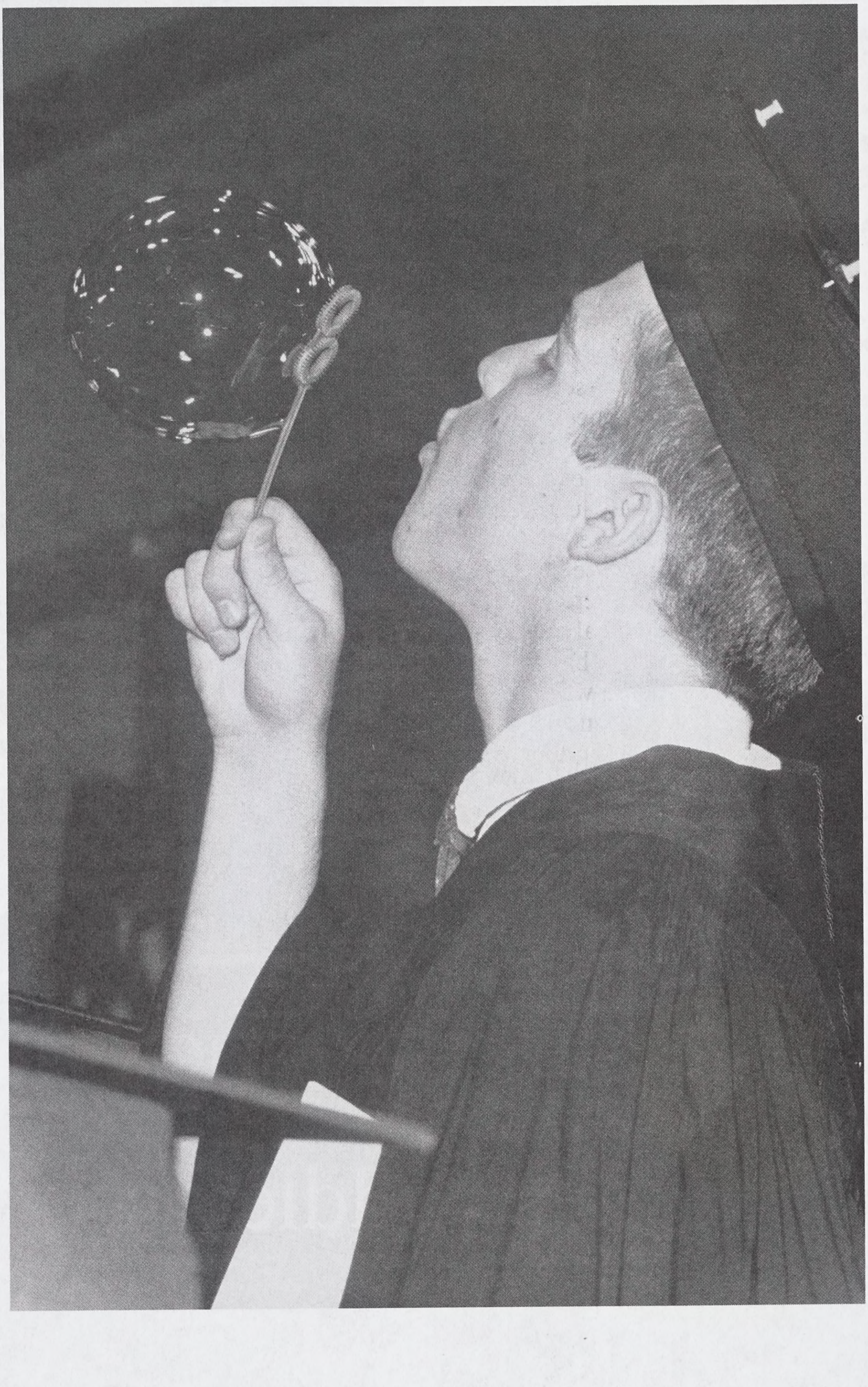


SECTION I

About Middlebury



To Choose and Be Chosen

Something we were withholding made us weak
Until we found it was ourselves . . .

It is the primary purpose of this book to give you an idea of the education Middlebury College offers young men and women. However, nothing Middlebury College makes available to its students—a distinguished faculty, facilities for research, challenging programs, residential living—will be of any lasting value unless those who are chosen and come to learn are willing to offer "the gift outright" of their energies and talents. Accordingly, the College seeks students willing to yield the full measure of their capacity. In academic study or athletics, in the arts, in the pursuit of leadership and social service, Middlebury wants those who will give freely of themselves. What the College can give you in return is described in the pages that follow.

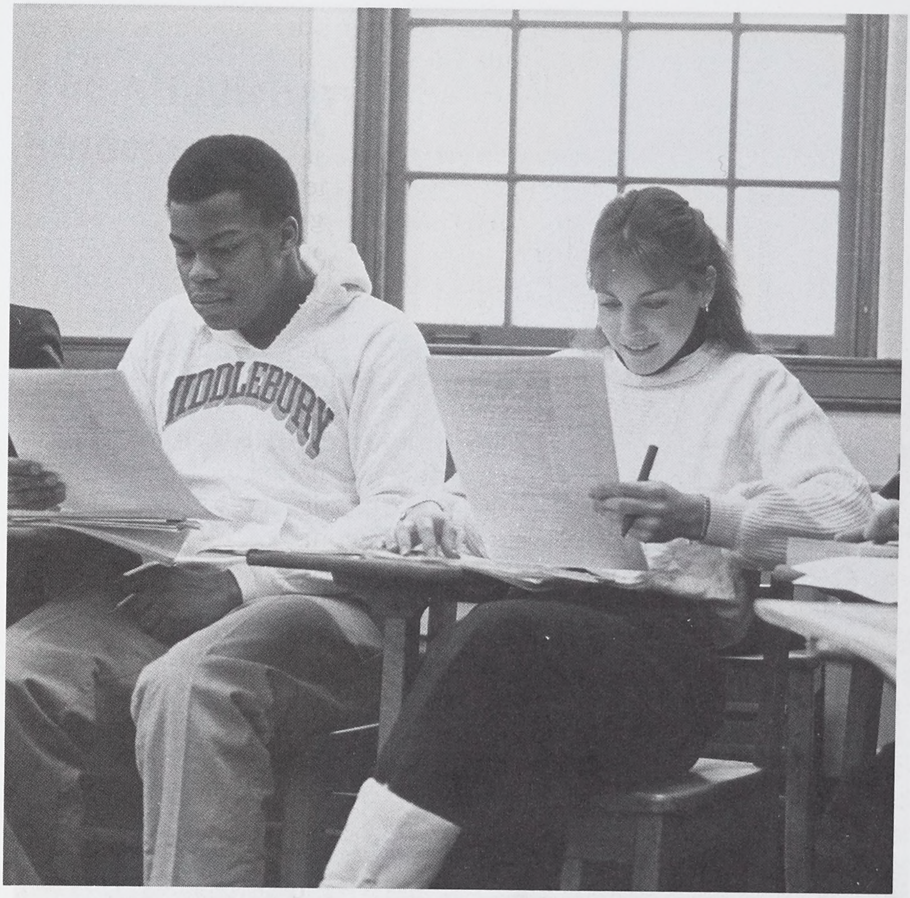
Middlebury is well-known as one of New England's outstanding small, residential, liberal arts colleges of long tradition. Founded in 1800, it is among the oldest of these colleges; and having admitted women in 1883, it is among the very first to have become co-educational. As a liberal arts college, it offers its students a very broad curriculum embracing the humanities, foreign languages, the social sciences and natural sciences. The breadth and humanistic bent of a liberal arts curriculum distinguish it from what one finds in a pre-professional school. It is certainly a privilege to be able to spend four years in a liberal arts college, but Middlebury also believes that it is essential to the vitality of American democracy and world community for able and talented young men and women to have this opportunity.

Since Middlebury is a residential college, the great majority of the 1950 students live and dine on campus. The idea of residence in college facilities originally grew out of an interest in inexpensive housing and a concern for moral discipline. As it has evolved in colleges like Middlebury, residential living offers a considerable sociological education in the variegated ways of humankind; and the self-contained community of a residential college gives to the college social experience a certain intensity and depth that cannot be found in the commuter college.

A majority of our entering class has picked Middlebury as first choice, but almost all have seriously considered other possibilities. Although Middlebury is highly selective, it is in keen competition with other institutions for students of exceptional ability and promise. What brings such an undergraduate to Middlebury in particular? Students often cite as prime factors in their choice: co-education, size, academic program, and very frequently, the natural environment. The College is situated on a hill in the Champlain Valley at the base of the Green Mountains with the Adirondack Mountains in full view to the west. Those who rejoice in urban pleasures may not at first be enchanted with the farm lands, great natural forests, lakes and mountains that cover the landscape surrounding the campus, but they can, if adventurous, explore the resources of the nearest great city, Montreal, which is only two and one half hours away by car.

It may appear at first glance that Middlebury's academic program is hardly distinguishable from that of other excellent liberal arts colleges. However, this appearance is deceptive, for there is much that sets Middlebury apart. Every summer, for example, the main campus in Vermont is transformed into an institution single-mindedly devoted to the study of eight different foreign languages and cultures, and the use of English is virtually banned for the 1300 participants, among whom are a number of Middlebury undergraduates. Arabic, Chinese, Japanese and Russian as well as French and Spanish are some of the languages pursued. High in the Green Mountains lies Middlebury's Bread Loaf campus where for six weeks each summer the Bread Loaf School of English is at work followed by the Bread Loaf Writers' Conference, which brings together two hundred authors and aspiring authors for two weeks of intensive give and take on the art of writing. There is also an overseas dimension to Middlebury College. In five major European cities—Florence, Madrid, Mainz, Moscow and Paris—the Middlebury Language Schools have the headquarters of their Schools Abroad. These schools enroll approximately two hundred graduate and undergraduate students who are seeking to develop an understanding of foreign languages and cultures through direct experience as well as academic study. In addition, the Bread Loaf School of English is also in session each summer at Lincoln College, Oxford University, and it is attended by both undergraduate and graduate students.

Middlebury is thus in reality a small international university, and it is this international dimension that especially distinguishes her from her sister institutions. While the international emphasis is most in evidence in the work of the eight Language Schools, there is about all of Middlebury's education a sense of looking outward, a realization that the traditional insularity of America is indeed something of the past, a habit that we can no longer afford. We seek to bring to Middlebury those who wish not only to learn about themselves and their own traditions, but those



who wish to expand their vision, to see beyond the bounds of class, culture, region or nation. Indeed it could be said that the central purpose of a Middlebury education is precisely this transcendence of oneself and one's own concerns, and while for some this transcendence may come through the study of other people and other tongues, for others it will come through the hard study that brings an understanding of physics or philosophy, mathematics or music.

The rest of this publication will describe the people, programs and facilities that compose Middlebury College. It was not the natural and easy course to found a college in a Vermont village in 1800; it had to be a matter of conscious choice. Education at Middlebury continues to be a matter of choice, not drift. This will to education creates a particular spirit of independence and pride which stamps Middlebury, for all it shares with others, as unique.

The Middlebury Student

Middlebury has been highly selective in its choice of applicants, and this is clearly reflected in the academic records of the entering classes. Nearly two out of three of the matriculating students rank in the top 10% of their secondary school class. Their scores on standardized tests are similarly impressive. As important as these factors are in determining a student body of the highest quality, the College seeks more than test scores or grade averages. Middlebury is looking for students who are intellectually hungry and who are willing to engage and wrestle with the issues of our times. Students who will contribute to the diversity of our community gain admission because of a demonstrated drive to achieve and excel, even when they may not have the highest standardized test scores or hail from the most prestigious secondary schools in the country. A talented writer, a dedicated painter or performer, or a creative computer programmer may be chosen because the College believes that he or she will add a special dimension to the community.

While Middlebury draws heavily from the nearby New England and Middle Atlantic states, more than 30% of the students come from 500 or more miles away, and about 15% come from west of the Mississippi. Foreign students from thirty-two different countries enrolled during the 1987–88 academic year.

Middlebury's admissions policy is racially and religiously nondiscriminatory, and all major religious faiths and racial groups are represented. The College plans for a 50:50 ratio of men and women students. Middlebury is making special efforts to recruit minority group students. No student is denied admission because of financial need and in recent years the Office of Financial Aid has succeeded in meeting the demonstrated financial need of all entering freshmen.

Any personality sketch of Middlebury students must be over broad and highly subjective. Students who matriculate at Middlebury have high academic aspirations. Obviously they are bright, intellectually inquisitive

and almost everyone seems to be "into something"—from rappelling to madrigals. Fortunately with such a range of enthusiasms, students display extraordinary tolerance. There seems to be very little pressure at Middlebury to conform to any present image. Fraternity men, ballet dancers, rock faddists, debaters, violinists, electronics experts and gourmets not only coexist but interact in a series of social patterns which defy normal stereotypes.

The Faculty

Approximately 90% of the full-time Middlebury faculty who teach in degree granting programs have received their Ph.D. degree or the equivalent terminal degree in their field. Harvard is most strongly represented on the faculty, followed by Columbia, Yale, Princeton, and Stanford. Faculty choose Middlebury because of the teaching opportunities it affords. Simply put, excellent faculty like to have excellent students. Here is how one faculty member characterizes teaching at Middlebury:

> Professors have a relationship with students that makes teaching at Middlebury an experience of joy and self-fulfillment. Many classes are seminars. Lecture courses with large enrollments have generally one hour of group discussion each week. Senior majors write a thesis under the direction of a professor. Because of the structure of learning, teachers and students communicate with each other in a personal and dynamic way. After lectures, students do not shuffle out of classrooms mutely and indifferently. There are always some deeply involved and responsive students who remain to ask questions and to dispute the instructor's interpretation or argument. Facing the challenge of such intellectually aggressive and critically alert young minds, professors cannot rest contentedly with the knowledge that they have acquired in graduate school.
>
> At Middlebury, teachers must be students, learning continually, posing new questions, looking at old questions from a fresh perspective and re-evaluating old views. Because of close and frequent contacts with students as individuals, teachers have the opportunity to watch them develop in mind and spirit from the beginning to the end of the semester, from freshman year to graduation. As a result, Middlebury professors have the wonderfully gratifying experience of knowing that they have made some contribution to the life of their students. What, above all, makes teaching at Middlebury a rewarding vocation are the special qualities that professors discover in the students. In strange and unexpected ways, Middlebury students can be so responsive and appreciative, sensitive and kind.

Just as students value the manageable size of the College, faculty are attracted to Middlebury because they know that they are treated as full colleagues in their department and can have an immediate impact on programs and patterns of teaching. It is a young faculty—the average age is 42. Of 199 faculty members, 166 are full-time classroom teachers, for an affective student-faculty ratio of approximately 12:1.

Middlebury College is preeminently a teaching institution. Faculty who come to Middlebury make a career decision that makes teaching the ultimate end of research and publication. The College believes firmly in the notion that research is vital to faculty in order that they may remain at the growing edge of their discipline—but research at Middlebury always leads back to the moment of confrontation in the classroom. One can gather some idea of the varied interests and accomplishments of the faculty from a random selection of recent publications.

SOME RECENT FACULTY PUBLICATIONS

Lynne Baker, *Saving Belief: A Critique of Physicalism,* Princeton University Press

Eduardo Bejar, *La textualidad de Reinaldo Arenas. Juegos de la escritura posmoderna,* Editorial Playor

Barbara Bellows, "'My Children, Gentlemen, Are My Own:' Poor Women the Urban Elite, and the Bonds of Obligation in Antebellum Charleston," *The Web of Southern Social History*, University of Georgia Press

David Bumbeck, Ture Bengtz Memorial Award at 40th North American Print Exhibition of the Boston Printmakers

James Butler, recent one-man exhibitions at Smith College and Tibor De Nagy Gallery

Robert Churchill, "Ice-Cold on Niagara: The Controversial Ice Boom," *The Geographical Magazine*

David Colander (with Harry Landreth), *History of Economic Thought*, Houghton Mifflin

Susan Cook, *Opera for a New Republic: The Zeitopern of Krenek, Weill and Hindemith*, UMI Research Press

Murray Dry, "Federalism and the Constitution: the Founders' Design and Contemporary Constitutional Law," *Constitutional Commentary*

S. John Gilkeson, *Middle-Class Providence, 1820–1940*, Princeton University Press

Claudia Henrion, "Properties of Subtle Cardinals," *The Journal of Symbolic Logic*

Joanne Jacobson, "Time and Vision in Wright Morris's Photographs of the Midwest," *Great Plains Quarterly*

Edward Knox (with Hugùette Knox), *Plus ca change: La France entre hier et demain*

Marjorie Lamberti, "State, Church, and the Politics of School Reform during the Kulturkampf," *Central European History*

Sydney Lea, *No Sign*, University of Georgia Press

Russell Leng, "Crisis Learning Games," *American Political Science Review*

Ronald Liebowitz, ed., *Gorbachev's "New Thinking": Prospects for Joint Economic Ventures*, Ballinger Press

Donald Lopez, *A Study of Svatantrika*, Snow Lion Press

David Macey, *Government and Peasant in Russia, 1861–1906: The Pre-history of the Stolypin Reforms*, N. Illinois University Press

John McCardell, "Postlude to Jeffersonian America: The Nullification Crisis," *Reviews in American History*

John McWilliams, "Poetry in the Early Republic," in *Columbia Literary History of the United States*, Columbia University Press

Paul Monod, "Jacobitism and Country Principles in the Reign of William III," *The Historical Journal*

Kevin Moss, "The Last Word in Fiction: On Significant Lies in Boris Godunov," *Slavic and East European Journal*

David Napier, *Masks, Transformation, and Paradox*, University of California Press

Elizabeth Napier, *The Failure of Gothic: Problems of Disjunction in an Eighteenth Century Literary Form*, Clarendon Press

Margaret Nelson, "Models of Childbirth," in *The American Way of Birth*, Temple University Press

Victor Nuovo, *Visionary Science*, Wayne State University Press

Andrea Olsen, choreographed "In My House"

Bob Osborne, "Behavioral and adrenal responses and meal expectancy with fornix transection, *Behavioral and Neural Biology*

Robert Pack, *Clayfeld Rejoices, Clayfeld Laments: A Sequence of Poems*, David Godine Press

Jay Parini, *Patch Boys*, Holt

Kirsten Powell, "Edward Burne-Jones' *Laus Veneris*," *Pre-Raphaelite Studies*

Robert Prigo, "Production of Real-Time Holographic Interferograms," (with Lubell) *American Journal of Physics*

Stephen Ratcliff, "Theoretical Stellar Luminosity Functions and the Ages and Compositions of Globular Clusters," *Astrophysical Journal*

Carol Rifelj, *Word and Figure: The Language of Nineteenth-Century French Poetry*, Ohio State University Press

Thomas Root (with Maier and Seyfarth), "Heterogeneity of spider leg muscle: Histochemistry and electrophysiology of identified fibers in the claw levator, *J. Comp. Physiol.*

George Saul (with George Conner), "Acquisition of incompatibility by inbred wild-type stocks of Mormoniella," *Journal Heredity*

Peter Schumer, "On the Large Sieve Inequality in an Algebraic Number Field," *Mathematika*

John Spencer, *A History of the Kenya Africa Union*, Routledge and Kegan Paul

Stephen Trombulak, "The life history of the Cascade golden-mantled ground squirrel (*Spermophilus saturatus*), *Journal of Mammalogy*

John Weeks (with Valie Jamal), *Urban-Rural Income Distribution in Sub-Saharan Africa*, Groom-Helm

Christopher Wilson, "John Quidor's The Return of Rip Van Winkle," *American Art Journal*

Richard Wolfson (with Pasachoff), *Physics*, Little, Brown & Co.

Phanindra Wunnava, "Life Cycle Union Effects Based on a Pooled Regression Technique: Evidence from PSID," *Southern Economic Journal*

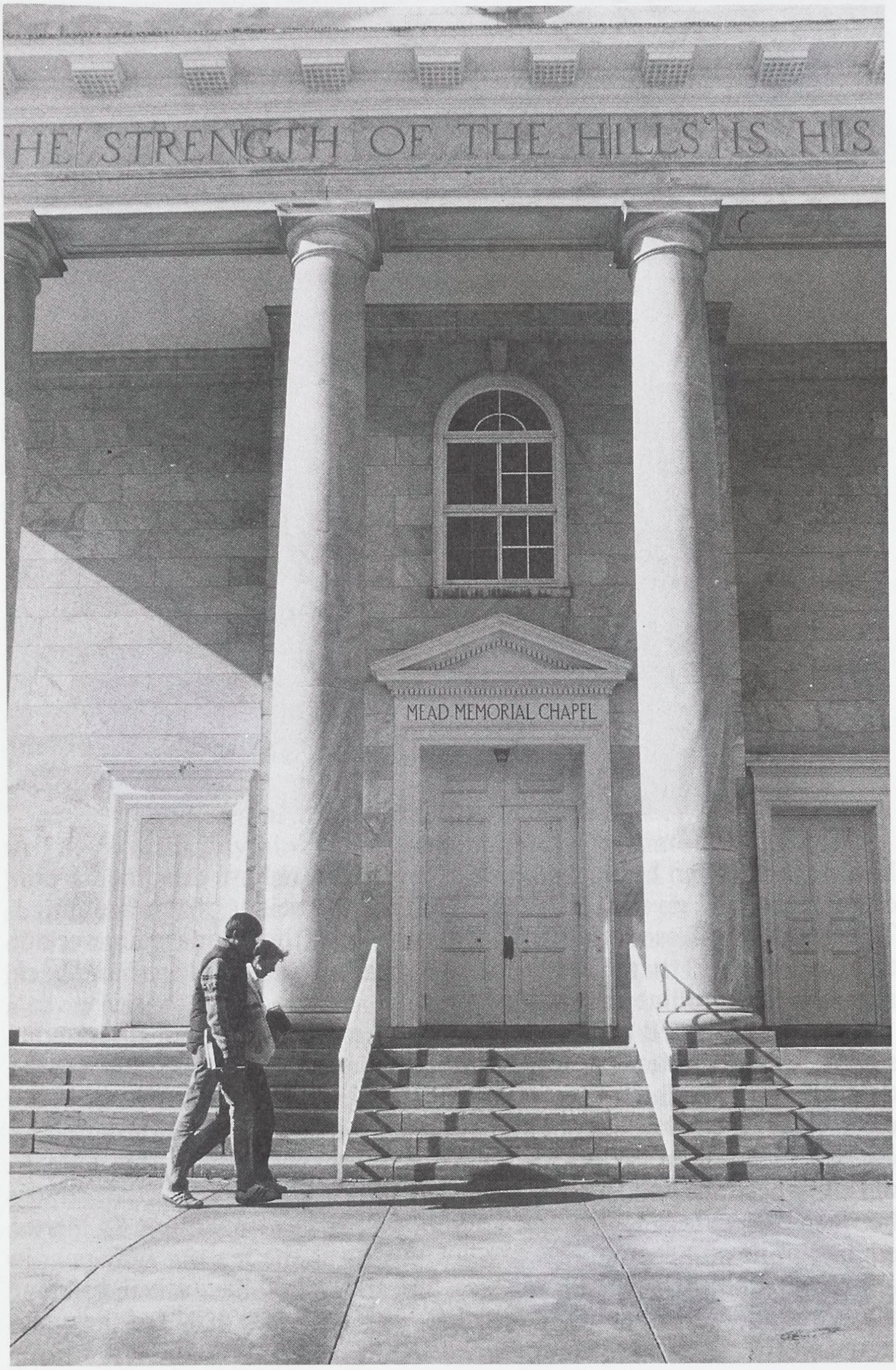
What Is "Higher" in Higher Education?

Some years ago, a national educational journal recounted the story of a professor called in to mediate a dispute about a grade. A student in a certain physics course had been asked to explain how one could determine the height of a tall building by means of a barometer. The answer was given an F, and the student objected that, on the contrary, the answer was perfectly correct according to accepted physical principles. When the outside mediator was called in, he had to agree that the student had a point. The answer given was, "Go to the top of the building, tie a string on the end of the barometer, lower the barometer to the ground and measure the length of the string." Nevertheless, it was agreed that the student should be given a second opportunity to answer the question more straightforwardly.

After six minutes of the allotted ten had been used, the student had still not written anything on his paper, and the mediator asked whether he did not know the answer. "No," he replied. "It is just that there are so many answers, I am trying to decide which one to give." Near the end of the time period, he quickly scribbled down an answer. This time the instructor in the course capitulated, and the student was given an A. The answer was, "Take the barometer to the top of the building and drop it off. Time the fall and then by the well-known formula about the rate of acceleration of falling bodies you calculate the height." The mediator was fascinated with the ingenuity of the student and asked whether he really had other answers. "Of course," he replied. "Take the barometer out on a sunny day. Measure the shadow cast by the barometer and the shadow cast by the building, then knowing the height of the barometer, you calculate the height of the building. Or, a very simple and direct method, would be to start at the base of the building and measure the building by laying the barometer along the walls to determine the height in barometer-lengths. Finally, of course, the easiest method would be to go into the basement and find the office of the superintendent, knock on

his door and when he answers, say to him, 'Here, I have this fine barometer which I will give you if you will tell me the height of this building." The student confessed, finally, that he also knew the standard answer but that he didn't feel that the function of education was simply to hand back memorized formulae and pat answers.

What is illustrated by this story is not mere cleverness, but rather considerable appreciation by the student of the fact that questions are a function of contexts which must be appreciated before any answer is "correct." What is "higher" about higher education is that it asks the students continually to appraise and evaluate not simply answers but the contexts of both questions and answers. The student is not merely an intermediary between the professor's lecture, a notebook and the final exam. In higher education he comes to appreciate "from above" the reasons why people ask certain questions in the first place, how they might have asked different questions and how any answer functions only when the origin of the question and its context are comprehended.


HE STRENGTH OF THE HILLS IS HIS
MEAD MEMORIAL CHAPEL

“What are you going to do at College?”

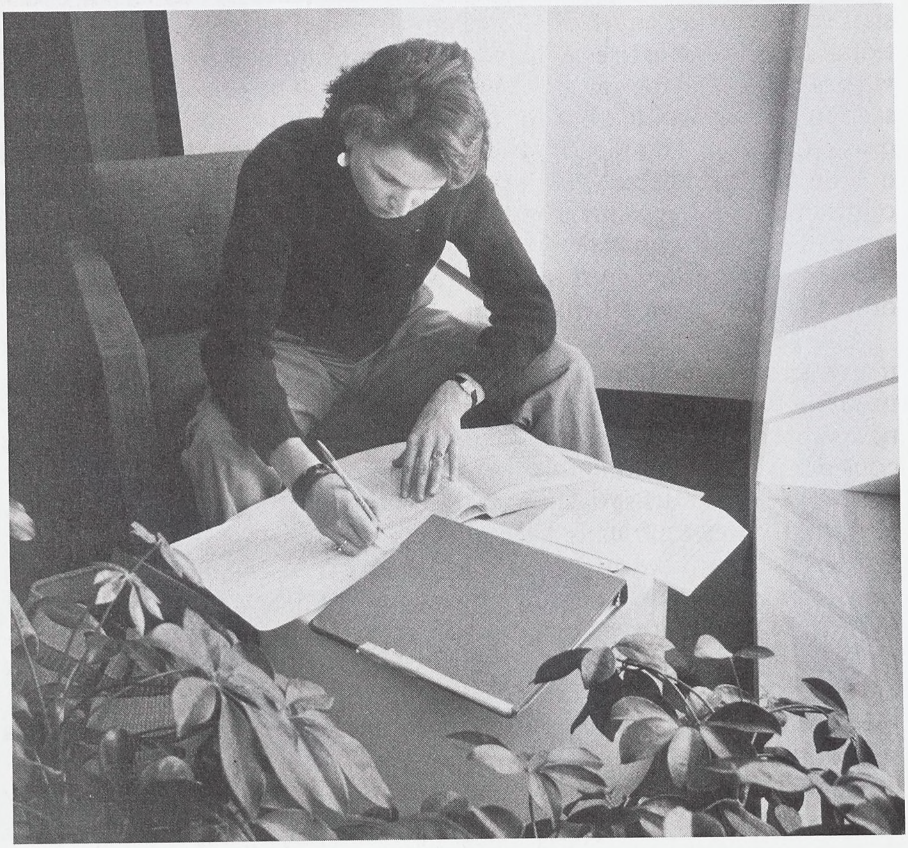
The conventional answer is, “I plan to study/major in History, Physics, French, etc.” It is, of course, a curious answer. College students *do* all sorts of things – a few even actively non-study. It would probably be more accurate for them to say “I spend endless hours reading/memorizing Russian verbs/solving equations.” Perhaps it would better convey the emotional quality of life to say “I am fascinated by Jung’s theory/I am bored witless/I love playing soccer.” Those matters will be discussed in the next section of this booklet, but for now the conventional answer can be addressed. Students do identify their college activity with their major field of study. At Middlebury, majoring in a single discipline or combination of disciplines is the primary requirement for graduation. So strong is the sense of identity with a departmental major that the student government has been organized very successfully around a core constituency based on department majors rather than dormitories or class years.

A large percentage of freshmen expect to change majors and indeed many actually do. During the freshman and sophomore years this can usually be done easily and it is an obvious good. There are many wholly new subject areas at the college level that no freshman is likely even to consider prior to coming to college. Philosophy, Economics, Sociology, Anthropology and Psychology are normally begun at the college level. Many old scholastic friends like English, Mathematics, History, Languages and Science may take on a range of complexity, depth and subtlety which transforms them into qualitatively different subjects from those earlier studied. Major choices based on secondary school experience are not completely trustworthy and students are actively encouraged to consider new options.

Since departments and departmental choice bulk so large in a student’s self-identification as a college student, a brief presentation of the Middlebury academic departments and programs is as ready a means as any to describe the meaning of Middlebury to prospective students. The departments are arranged here according to the four divisions of the College: Humanities, Social Sciences, Foreign Languages and Natural Sciences. There is a brief sketch of the program, personnel and "personality" of the Department, a listing of some current research interests of the faculty and a list of typical course programs. Concluding this section, there is a description of non-departmental majors and of certain academic programs which do not offer majors.

THE ARTS AND HUMANITIES

Why do students major in English or the other disciplines of the humanities, such as American literature, philosophy or religion, since relatively few take up careers as poets, philosophers or divines? Two reasons should be singled out for special comment. Both English and American literature are many-faceted studies. They do not so much define a discipline



as carve out a subject matter which is approached from many directions—critical, historical, technical, aesthetic and creative. In addition, these two literary disciplines share with their more ancient companions in the humanities, religion and philosophy, a particularly intense interest in individual human experience. The social sciences, as their name implies, are more concerned with communities, culture, and the generalizable and formulable regularities of human activity. The humanities may focus on how it feels for the single person to live, like Hamlet or Jay Gatsby, with noble dreams in a declining age. Whether it is the poet giving verbal form to the sensitivity of an age, the philosopher searching out the foundations of the moral law and knowledge, or the prophet confronting the ways of God, the humanities point uniquely to the most personal core of human experience.

The departments of Art, Music, and Theatre, Dance and Film complete the roster of the humanities. In these fields, too, personal, individual expression is central but they differ from the literary humanities because of the emphasis on *making* in addition to verbal self-reflection and knowledge. Students in these fields—even those working in the more theoretical aspects of the subject—are expected to design, compose, create, or perform as well as know.

American Literature and Civilization

Middlebury may well be unique among this country's liberal arts colleges in offering opportunities for the systematic study of American literature and civilization within a separate department of instruction which is not simply a sub-division of a larger English Department. The very fact that such an arrangement has existed here for more than half a century serves to indicate the seriousness with which this field of study has traditionally been regarded (the distinguished Abernethy Collection of American Literature in Starr Library is another such indication); it also helps to explain the particular intensity and the sense of intellectual commitment which teachers and students working in this area over the years have continued to bring to their exploration of the nation's imaginative life.

The department offers two different majors, one in American Literature and one in American Civilization. Generally speaking, the American Literature major seeks to provide a detailed understanding of the nation's principal writers and literary movements as they have developed historically from the colonial period to the present day. The American Civilization major, which is essentially interdisciplinary in character, is concerned with developing an informed awareness of the momentous but often subtle processes of change which have taken place in the cultural life of the United States. Requiring students to achieve a certain range as well as depth in their studies by completing courses in a number of participating departments, this major offers the possibility of a comprehensive grasp of the outlines of American culture as that culture manifests itself in significant historical events, in institutions, in the arts, and in general philosophical ideas, values and predispositions. Students will also study one other culture so that claims for Americanness can be comparatively determined. Although the focus of these two majors is somewhat different, each concerns the diverse elements of American experience not in isolation, but in their illuminating relations to one another.

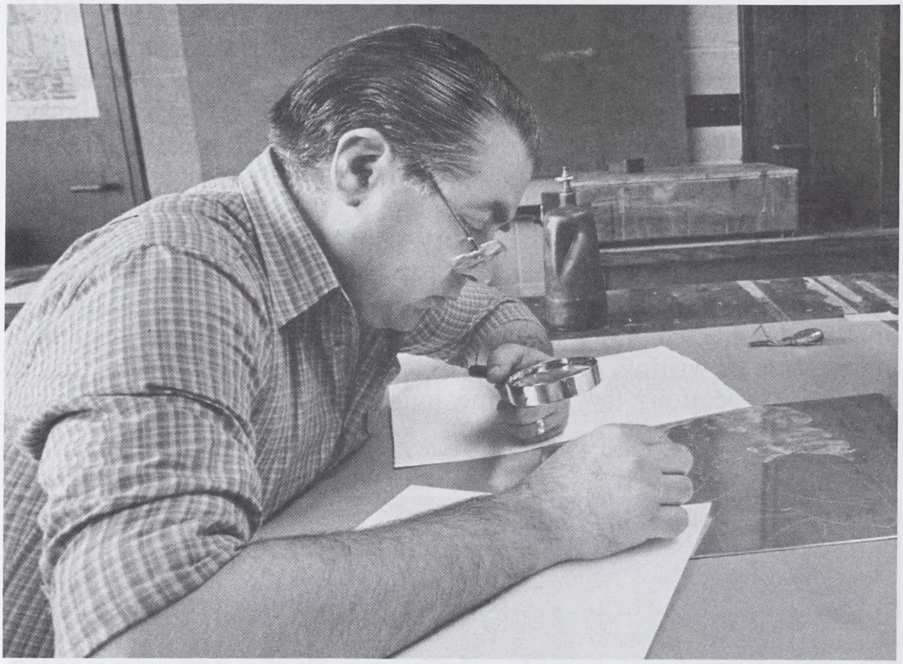
Art

Art thrives at Middlebury. The Department of Art, housed in the handsome Christian A. Johnson Memorial Building, includes a painter, a print maker, a sculptor, a photographer, and six historians of art and architecture. The art collection has developed to include fine teaching examples of virtually every major movement in art. In addition to its outstanding faculty and broad curriculum, the department brings a number of visiting artists to campus each year. It is not surprising that, under these fortunate circumstances, student interest in art has become intense.

The Art Department offers courses in both the history of art and studio because they complement and reinforce each other. Art history provides a critical study of aesthetic ideas and works of art in context, while the actual experience of painting, drawing, sculpting and photographing heightens and activates the student's sensibilities. Art can be a source of pleasure, but with understanding it can become even more. The aim of the program is to spark and develop this understanding and appreciation of the visual environment, whether as an introduction to later professional study in art or architecture or for rewarding personal intellectual discipline and enrichment. Here the student can learn to interpret and respond to art as visual communication, gaining new access to distant or obscure cultures as well as enduring, meaningful and absorbing insights into the contemporary world.

English

It was one of H.L. Mencken's prejudices that "any human being who can speak English understandably, who can think in English at all, has the materials necessary to express ideas, and to write English clearly, even beautifully." Except for Mencken, it isn't quite that easy; therefore, to read analytically and imaginatively, to write accurately, and to speak effectively are skills which the English Department seeks to foster along with knowledge of the range of sensibilities within the tradition of literature written in English.



The teaching of these skills is reflected in the department's offerings: courses in the College Writing Program, the genre and period courses, seminars, independent work, the General Examination, and the creative and expository writing courses. In a typical term, for example, a student electing a writing course in the English Department may choose among Interpretation of Literature (Chaucer, Shakespeare, Milton) and the writing of essays, fiction or poetry. A similar diversity carries through subsequent upperclass offerings and into the seminar program.

The department seeks to stimulate the oral and written discussion essential to reflection about literature. Thus, most courses are limited in size to make the discussion of texts and of student writing possible. Larger lecture courses have discussion sections or are limited to about thirty-five students. The writing courses and seminars rarely exceed enrollments of fifteen. Majors are encouraged to undertake tutorials in literature or writing, whereby they work closely with individual faculty members, often in pursuit of departmental honors.

The major is a challenging one. It is elected by students committed to reading and writing about literature. They follow a program of courses and of independent preparation culminating in a General Examination that includes both written components and an oral discussion of literature with several of the department's faculty.

In most professions the ability to think critically, to read perceptively, to write cogently, and to speak persuasively are preconditions for success. In 1926 (predicting, perhaps, the stock market crash of 1929) Mencken wrote that "Harvard turns out ten times as many bond salesmen every year as metaphysicians; persons of literary skill, aspiration, originality, and genuine charm should be sucked automatically into enterprises of a greater complexity and subtlety." Then, as now, responses to literature are complex and subtle. At Middlebury what Mencken thought was Harvard's imbalance tips the other way, for Middlebury in the 1980s turns out more metaphysicians than bond salesmen: in a typical year 20–25% of all graduating seniors are English majors. Some go on to graduate school in literature or writing, and then into teaching, and others elect from a diversity of vocations: law, medicine, journalism, banking; some even sell bonds.

Music

Music takes on a special flavor when taught in a liberal arts environment. Students and faculty both benefit from maintaining ties with other departments and disciplines. Such is true of music at Middlebury where the department shares the Johnson Memorial Building with the art department, and where our classes consistently have a healthy mix of majors and non-majors. The music faculty is committed to the liberal arts, and we're confident such an enriching environment provides our students with a better education than could be obtained in the isolated environment of a conservatory.

Middlebury music students are active and are expected to develop and maintain interests in and outside of music. The department encourages students to devise joint majors which allow them even more opportunities to combine their love for music with other liberal arts studies. Our department is small, and faculty and students work together closely. This personal attention allows students a great deal of freedom in their course of study. Music majors end up pursuing a variety of careers, realizing that the discipline of music prepares them for many seemingly unrelated fields.

We are especially proud of our blend of studio instruction and classroom study, a combination which thrives in the liberal arts setting. Our music faculty correspondingly lead double lives as performers/composers and classroom teachers/scholars. Around a core of classroom offerings in music theory and history, students take private lessons, and play or sing in the choir, chamber orchestra and early music groups. Students organize their own ensembles which are coached by faculty members. Last year, students performed in woodwind and brass quintets, a woodwind sextet, and a string quartet. The department also supports student-run groups such as The Sound Investment Big Band, Dissipated Eight and The Mischords. Many majors opt to give a solo recital as their senior project, though public performance is only one possibility for senior work.

Music at Middlebury benefits from several special facilities rare at a college of its size. A separate music library, also housed in the Johnson Memorial Building, has a collection of over 15,000 recordings, scores, periodicals, and reference books apart from the collection in the Egbert Starr Library. Students also work in the Helen Hartness Flanders Ballad Collection with its rare holding pertinent to Vermont traditional music. And the department maintains a digital electronic and computer music studio featuring a state of the art synthesizer, the Synclavier II, with Sample-to-Disk capability. This studio, in a space large enough to allow classroom instruction, is one of the best of its kind in New England.

Philosophy

Many entering Middlebury students indicate that one of their primary aims in college is to develop "a personal philosophy of life." However, this interest does not translate immediately into large numbers of philosophy majors. A personal philosophy certainly may appear desirable but there are practicalities, after all. What do philosophy majors do when they graduate? As a matter of fact, philosophy is probably as fine a training for law school as any major, since it requires constant, dispassionate attention to intricate arguments on very complex and often emotionally charged issues. It is the apparent overwhelming nature of the questions which philosophy considers that often dissuades students from pursuing the subject. The questions are *so* important that the kind of rational, "arm's-length dealing" which philosophy requires seems almost to deny the urgency of the issue. But one of the clear attractions of philosophy to its practitioners is the opportunity to discourse in depth and at length on topics which most people consider too loaded for polite conversation.

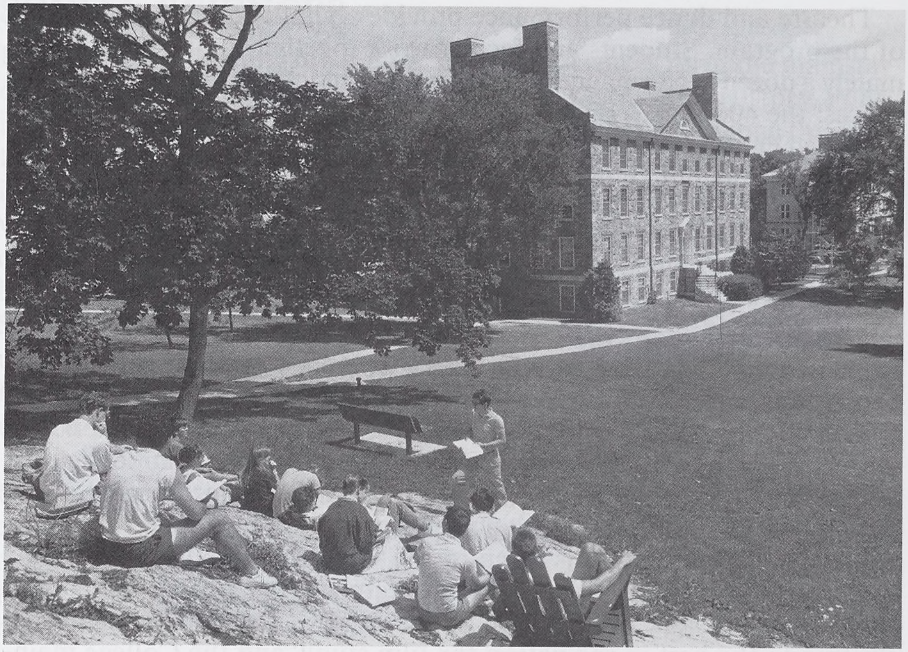
Students intersect with the philosophy program in three ways. There are the majors who are asked to explore three central areas: ethics and social philosophy, philosophy of science and theory of knowledge, and history of philosophy. Students looking for a quick once-over of a discipline where tourism is never leisurely are offered a variety of historical and problem-centered courses. Finally, many students have their primary contact with philosophy through various "philosophy of" courses—art, law, religion, education, history, science, language and social science—which relate to their major fields of study.

Religion

Religion is a universal human phenomenon appearing in all cultures, and the religious life of a people is always intimately connected with their central beliefs and values. To study religion, then, is one way of exploring the ideas fundamental to the diverse cultures that have appeared in the course of history and of coming to appreciate what both distinguishes and unites various peoples.

The Department of Religion explores the many aspects of religion from various methodological viewpoints but two points of view predominate—the historical and the philosophical. An historical approach presents the forms of religious life in their social and cultural setting. The philosophical and theological approach inquires into the truth and meaning of religious beliefs. Because of the interdisciplinary nature of religious studies, the department works cooperatively with other departments, in particular History, Philosophy and Sociology-Anthropology.

Very few students come to college expecting to take courses in religion—



and yet a significant number eventually do. This is not surprising. College years are a time of testing values and beliefs, and the study of religion can be very helpful in this regard. Many students take a religion course in order to acquaint themselves with a classic text like the Bible or the Bhagavad Gita or because they have heard good reports about a particular course and professor. Almost inevitably they are struck with the range and depth of religious phenomena, the intellectual and emotional power of the texts, and the interest and concern of the faculty in their subject matter. Very few who then decide to study further intend to be priests, ministers or rabbis—though the College has produced graduates in each category.

Theatre, Dance and Film

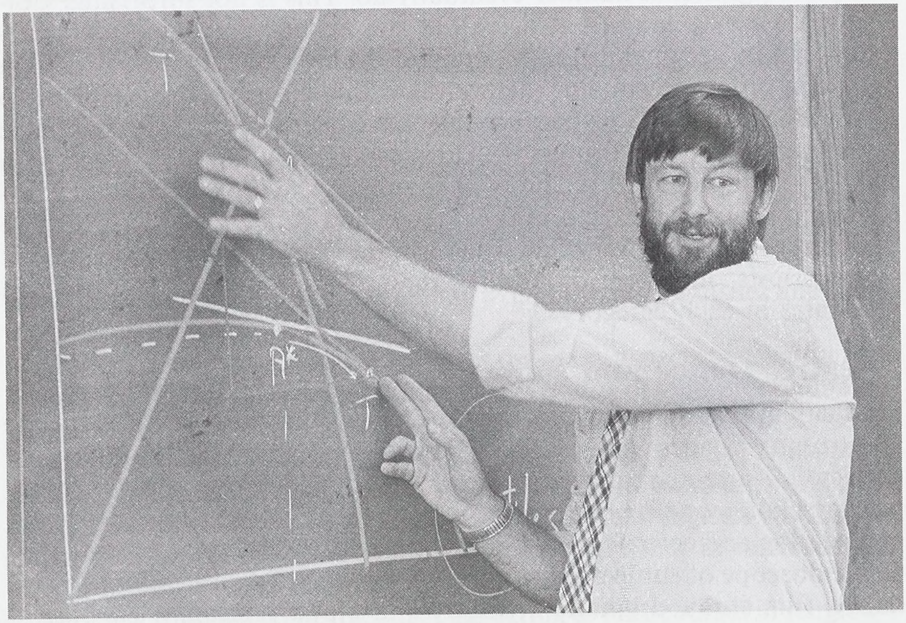
Students in this department have the opportunity to synthesize a wide spectrum of academic disciplines. Faculty argue persuasively that their curriculum amounts to a whole liberal arts education in miniature: literature, psychology, aesthetics, artistic design, dance, music, film, electronics, engineering and certainly some moral discipline. The department offers a kaleidoscope of subjects, including courses in acting, directing, design, dance, film study, dramatic literature and playwrighting.

Theatre and dance performance provide a vital and rewarding aspect of the program. Students and faculty work together to present approximately a dozen performances each year. Productions occur chiefly in three spaces: the 400-seat Wright Theatre, which boasts one of the few computerized lighting systems in this region, the Hepburn Zoo, which accommodates production of experimental theatre pieces, and the McCullough Dance Studio. The close rapport and creative energy generated in these group experiences is characteristic of the department.

The dance program focuses on the study, theory and style of modern dance, with experiential anatomy and improvisation providing an important complement. Repertory, performance and choreography are part of the advanced curriculum and the Dance Company of Middlebury offers performing and touring opportunities for qualified students.

The study of film emphasizes the history, criticism and aesthetics of the moving image (film, television, video), although opportunities do exist for students to create work, using video. While the major purpose of the program is to stimulate knowledge and appreciation of this important art form, some attention is given to the way in which film reflects the value systems, aesthetic ideas and intellectual concerns of this century.

Facilities in Dana Auditorium, Sunderland Center and Twilight Hall are among the best in the nation for film study, and the College maintains a major collection of classic and contemporary films on videotape.



SOCIAL SCIENCES

Perhaps more than any other area, the social sciences form the mainstay of the undergraduate curriculum. Economics, Geography, History, Political Science, Psychology and Sociology-Anthropology are among the most frequently selected majors in the College. Students who choose to major in the social sciences often see the various departments as directly relevant to career interests. Those planning on business and management careers may see Economics as good preliminary training. History and Political Science are traditional foregrounds to the law and public service; Sociology-Anthropology and Geography have demonstrated their direct usefulness in everything from educational reform to city planning, while Psychology, with its particular emphasis at Middlebury on precise work related to the life sciences, has served as a stepping stone to medicine.

The departments in the social sciences provide a good undergraduate base for the careers indicated, but most majors stay with a discipline because of its sheer intellectual appeal. Many students have preconceptions about the character of the social science disciplines and almost invariably are surprised to discover that these preconceptions were wide of the mark. It is this sense of discovery, rather than narrow careerism, that best sustains a choice of major.

Economics

In recent years, economics has been the "in" subject not only at Middlebury but across the country. The extreme pressure for law and medical school admission and the general economic condition of the country seem to have directed students to a subject which seems clearly related to a possible career in business. The Economics Department has been delighted by the enrollments but would probably give a word of caution—Economics is not a Business major. Middlebury has established arrangements which permit the College to place highly qualified students in graduate programs of business schools after only three years at Middlebury and it is expected that most of these will be Economics majors—nevertheless the caution stands. Economics is probably the most technical of the so-called "soft" sciences. No other social science has developed such sophisticated analytical tools or been as ambitious in promulgating general theoretical laws.

Economics is a relatively new science which came into being only with the creation in modern times of a market economy. Economic thinkers from Smith onward have been important shapers of public policy. As there is no reason to believe that economic argument will play any lesser part in the future, current student interest must be welcomed as a national asset.

Geography

Geography shares with the other social sciences the goal of understanding the human condition, but geography examines social issues from a unique spatial perspective. Simply put, the concern of modern geography lies in understanding how phenomena are distributed in space. Global patterns of crop yields, the arrangement of highway networks and the structure of urban areas are only a few examples of spatial distributions that interest geographers. More exciting than such distributions themselves, however, are attempts to understand why they vary in pattern and intensity from place to place and how they change through time. Implicit in geography's concern with spatial distributions is the fact that space itself influences individual and collective attitudes and actions.

Modern geography is less concerned with memorization of mundane facts about the uniqueness of far away places than it is with understanding similarities in form and function among places. The velvet arm chair, leather globe and parchment maps of the 19th century practitioner have been traded for computer modeling, intensive laboratory and field experiences, and a variety of quantitative and analytical tools. Today's geographers serve as policy makers in the public and private sectors, addressing issues in resource management, planning, transportation, health and other problems related to the spatial organization of society.

The emphasis in the Geography program at Middlebury is on learning to ask the right questions, and applying rigorous analytic techniques in seeking the answers. Middlebury students find that the local environment poses a number of interesting research problems, but the department also has a tradition of study in many diverse environments and cultures, and there continues to be a strong focus on work at the international as well as the regional and local levels.

History

History is the study of change, and of the ways in which human beings meet change. Our present values, beliefs, our institutions and the ways we live are all the outcome of a long process of evolution, and cannot be understood without a comprehension of that process. Although at Middlebury the discipline forms part of the Division of Social Sciences, history has always been considered one of the great branches of humanistic inquiry and reflection, for in its examination of the ways in which men and women have met times of change in the past, and the ways in which in turn they have transformed themselves, it encourages us to transcend the narrow outlook of our own times, our own society, our own culture and our own nation. Whether we undertake the study of medieval French peasants, merchants in colonial America, or twentieth century third world revolutionaries, we will inevitably come to understand more not only about the world around us, but about ourselves as well, however different may be our situation from that which we study.

The study of history moreover seems to offer students a balance of normally separated virtues—large drama combined with care for detail, moral interest combined with empirical research. The History Department at Middlebury offers a wide diversity of courses in different parts of the world. Although American history has been the most popular subfield in the department, there is particular strength in European, Asian and African history, and courses in Latin America have recently been introduced. Students in the department are guided through a carefully constructed program with junior seminars which prepares them to write the senior thesis. The thesis is, for most, the capstone of their academic career, for the department believes that training in research, critical analysis and writing is crucial for a liberal arts education and for the world beyond the classroom.

Political Science

"Political Science defines, describes, explains and evaluates political phenomena. It does so with a number of disciplines or habits, including science, philosophy, history and prudence. . . . The curriculum as a whole is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences and to prepare students who intend to pursue further work in either graduate or professional schools." This is the official course catalog description of the department. The key words are "discipline," "habit," "prudence," "thoughtful." Given the passion and prejudice of the political world, these words may seem very much out of place. "Political Science," as its very name suggests, is the study in the college curriculum most informed by hope. Its aim is to bring rationality to the tangle of society and government.

"Rationality" is conceived in two ways in the discipline and both are represented in the department: On one hand there is detailed empirical study of political phenomena—augmented in recent years by extensive use of computer data and modeling; on the other there is the close, analytical examination of the central philosophical concepts used to explain and evaluate political action.

The department offers courses in the fields of American politics, comparative politics, international relations and political philosophy. Many of our majors spend all or part of their junior year away from Middlebury, either abroad or in Washington. Joint, double, and international majors permit the integration of study in politics and a language.

Psychology

Psychology is a discipline that draws from both the social and the natural sciences in its quest to understand the varieties of human behavior and mental events. An appropriate undergraduate program in psychology will focus in one part on certain processes: e.g., learning, perception, social behavior and the controlled study of the variables relevant to them. Another part will focus on the abnormal or disturbed manifestations of these behaviors. A third part will focus on intra-individual processes which mediate these behaviors, whether normal or disordered.

Course offerings in psychology at Middlebury College serve at least these three functions and when appropriate give the student significant research experience. Many students are surprised by the "scientific" bent of psychology at Middlebury. Popular images of "psychology" as an instant key to and sudden cure of the troubled human self distort the theoretical and practical complexities of the subject. Psychology is truly a young science although its rise has been extraordinary in this century. The department's interest in precision, control and experiment reflects a legitimate desire to substitute validated truth for mere conjecture and opinion.

Sociology-Anthropology

Sociology-Anthropology has the distinct advantage of combining exposure to two disciplines within a single department. A special effort is made to help students capitalize on these two complementary perspectives. Students are encouraged to study comparatively those social institutions covered by both anthropologists and sociologists: family, and kinship, and gender roles; stratification and inequality; religion and ritual; work and economic behavior. Students often devise their own programs of area studies using the resources of other departments. Sociology-Anthropology offers course work in Latin America, Asia (especially China and India), Africa, Afro-American cultures, and North American Indian cultures. Several courses deal with American society and its social problems: medicine, education, work, social movements, deviance, community structures and majority-minority relations.

The department blends both the scientific and humanistic dimensions of sociology and anthropology. For the science- oriented, there is the opportunity to engage in original research or to perform analyses on data gathered during senior research. For the humanities-oriented, there is the opportunity to consider the human implications of social-science research. Field work abroad and original research are encouraged.

In career terms, the large majority of professional sociologists and anthropologists are connected with institutions of higher education. Sociology-Anthropology is a particularly beneficial liberal arts major for the student contemplating a career in any field involving extensive participation with other people – especially those representing different cultures at home or abroad. This course of study leads naturally into such careers as law, elementary and secondary education, social service overseas, government, social work, business and diplomacy.

FOREIGN LANGUAGES

Middlebury College has an international reputation in foreign language studies, and in many ways sets the standard for the field. The College offers a particularly broad range of courses in foreign languages, literatures and cultures. Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Russian and Spanish are offered in the regular academic year, while the eight Language Schools provide an opportunity for intensive summer study in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. All such courses carry credit towards the bachelor's degree and are open to non-language as well as language majors.

Many language majors will wish to take all or part of their junior year at one of the College's schools in France, Germany, Italy, Spain or the Soviet Union. Many international majors and majors in fields such as art history, economics, political science, history, etc., also do so each year.

Chinese

An adventure in learning to think in a language dramatically different from Western languages, the study of Chinese here at Middlebury leads one along a variety of pathways each of which explores fascinating aspects of a major civilization. The Chinese Department offers rigorous training in modern Mandarin, spoken and written, to advanced levels and also provides courses in classical Chinese and courses taught in English on Chinese literature. Students in Chinese generally have the option of studying in the Middlebury intensive summer program as well as the choice of spending part or all of their junior year studying in Taiwan or the People's Republic of China. With unusually strong offerings available in Chinese language and literature as well as many courses on Asia given in other departments, students at Middlebury may elect to major either in Chinese or in the inter-disciplinary program for East Asian Studies.

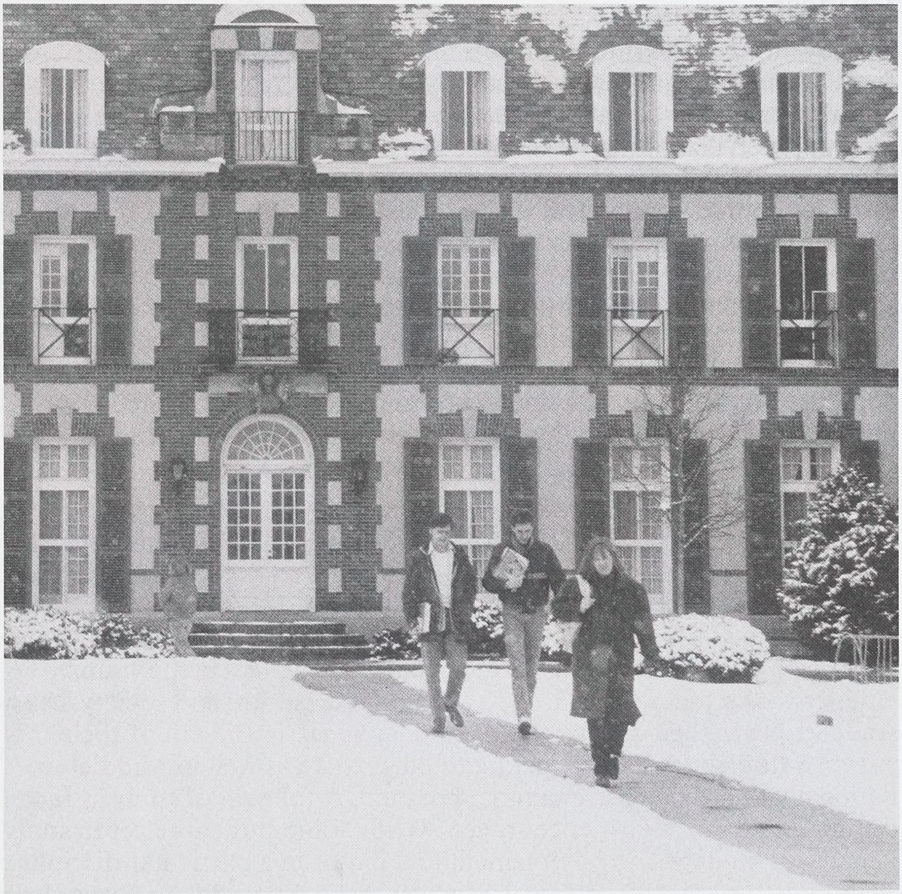
Japanese

Japan's increasingly vital role in world affairs has caused a sharp upswing nation-wide in the numbers of students drawn to the fascinating study of Japanese language and culture. The Japanese Program at Middlebury offers students a challenging program of language training from beginning through advanced levels, supplemented by courses in the various disciplines which focus upon aspects of Japanese culture and society. Most students begin their study of Japanese language in the fall of their first year at Middlebury, often electing to participate as well in Middlebury's nationally-known intensive summer program. A full year of study in Japan during the junior year is encouraged. While some students elect to study Japanese language as a complement to a major in a particular discipline such as Economics or Political Science, those who wish to focus their studies upon Japan and the East Asian cultural sphere may choose the inter-disciplinary East Asian Studies major.

Classics

The classics are the enduring works of poetry, history and philosophy that we have inherited from Greece and Rome; in them we find not only the foundations of modern life and thought but also a perennial challenge to modern life and thought. The goal of the liberal study of the classics is to sharpen and deepen our understanding of ourselves by rediscovering our great intellectual and artistic forebears and re-considering with open minds what they have to teach us.

The Classics Department offers students the opportunity to study great works of Classical literature, history and philosophy in their original languages as well as in English translation. Beginning courses in Greek and



Latin introduce students very quickly to authentic selections from such authors as Homer and Plato, Cicero and Virgil, as well as the New Testament and medieval poetry. Advanced courses in Greek and Latin enable students to engage in close study of the greatest works of classical antiquity.

Biblical Hebrew is offered at several levels both for its importance in understanding the great classical civilizations and as an adjunct to courses in Jewish studies offered in the Department of Religion.

The department offers a wide range of courses taught entirely in English on classical literature, history and philosophy. Students may also supplement their classical studies with courses in related disciplines (art, English, philosophy, political science and religion).

Junior majors have opportunities to study abroad for one or two terms in any of several programs in Athens or Rome which provide acquaintance with the art and archaeology of the ancient classical world.

French

The French Department seeks to develop in its students the linguistic ability to pursue in French their various personal and intellectual interests. Beginning and intermediate courses bring students up to a level where they can branch out, and students with more advanced preparation may choose from a broad range of upper level courses in language, literature and civilization.

In addition to the program of study offered by the French Department, there are varied extracurricular activities, centered in the Chateau with its forty French speaking residents. Members of the Language Schools' faculty eat regularly with students in the Chateau dining room, discussing not only their course work, but perhaps a recent film, international events in the news, or an upcoming visit to Montreal.

Opportunity for foreign study is also provided through the Junior Year Program in Paris. Each year many Middlebury students, usually a 50-50 mixture of majors and non-majors, attend the School in France. The first few weeks, beginning in early September, constitute an intensive preliminary session of language work and an introduction to contemporary France. Through consultation with the resident director, students then select from a wide range of courses including art, history, language, linguistics, literature, philosophy, political science and sociology. Courses are taught by French faculty at Reid Hall, at the University of Paris, and at the Institut d'Etudes Politiques.

German

Few entering freshmen will have studied German previously, and usually only a small number plan to major in German. It says something about the Middlebury German Department, therefore, that it produces a considerable number of German majors. Key to their success is a very carefully thought-out set of teaching materials devised by the staff (a best seller nationally). These materials are used in a unique teaching pattern which minimizes out-of-class preparation but maximizes intensive drill with faculty. This obviously calls for dedication from both student and teacher, but the energy of the department appears to make the whole exercise both profitable and enjoyable. In recent years the German faculty has been adapting imported German network television programs for use in an exciting program at different levels of study.

The German School in Mainz was the first of the Middlebury overseas undergraduate programs and almost all German majors take advantage of the opportunities provided by this program. The relationship with the University of Mainz is unique in that Middlebury students are permitted to enroll directly in regular university courses.

Russian

Middlebury's Russian Department, which enjoys an international reputation for the excellence of its language instruction, offers a varied curriculum covering language instruction on beginning, intermediate and advanced levels as well as a range of courses in literature, civilization and culture. The program of each student is planned individually in consultation with the chairman. A program in Russian Studies allows students to combine the study of the language with courses in the social sciences, an attractive combination for students interested in employment with government agencies or in commerce and industry. In addition to the academic year activities in Russian studies, the College has an established nine week summer Russian School that provides students with intensive study of the language as well as advanced courses in culture and civilization. The Russian School regularly attracts students from several continents. The Russian experience may also be broadened through foreign study. Middlebury College sponsors its own semester-length program at the Pushkin Institute in Moscow, open to qualified students who have completed three or more years of study of the language. Select undergraduates may also study in a Soviet university for an entire academic year under an agreement recently signed with the Ministry of Higher Education.

Spanish

The twofold aim of the Spanish Department is to develop in its students a full command of the language as well as a mastery of the rich literature and culture of the Hispanic peoples both in the Iberian peninsula and in Latin America. The introductory courses concentrate on a thorough development of language skills that will enable the student to become involved in advanced courses in language, literature, culture and civilization. In addition to the diverse courses offered by the department, juniors may participate in the Spanish School in Madrid. Majors as well as non-majors are encouraged to take advantage of this opportunity to widen their educational horizons. Middlebury also offers intensive language instruction at the beginning, intermediate and advanced levels as a part of the summer sessions of the Spanish School. In addition, a number of graduate courses are open to qualified undergraduates during the summer. The Spanish Club organizes various activities throughout the academic year, and students have the opportunity to dine with faculty members at the Spanish tables in the Chateau.

Italian

The program in Italian meets the needs of Italian, International, and other foreign language majors, as well as students pursuing double or joint majors. While the primary aim is to develop quickly a solid command of spoken Italian, this goal is met in the context of literary, humanistic and contemporary culture. An integral component of our philosophy involves the development of writing and analytical skills at an early level. To expand the College community's opportunity to understand the Italian contribution to Western civilization, we offer a number of literature courses in translation. Those students who are motivated to achieve greater fluency can participate in the Italian School during the summer. To complete and solidify their linguistic control and cultural understanding, we strongly recommend at least one semester of study at our School in Florence. It is our belief that the flexibility and range of course offerings available through Middlebury College, the Italian School and the School in Florence make Italian studies at Middlebury a unique program in the United States.

NATURAL SCIENCES

The facilities for the natural sciences at Middlebury College are excellent. The Science Center was dedicated in 1968. It has since been renovated in several phases to provide truly outstanding student laboratories, a modern computing facility, and a Science Center Library housing a majority of the collection relevant to the natural sciences. Lecture halls are equipped with modern audio-visual equipment and access to the main-

frame computer. Warner Science, housing mathematics, psychology, geography and botany, was completely renovated in 1978. Voter Hall has housed a modern computer facility since 1975, and was renovated and expanded in 1988. Although there are more than 150 terminals to the mainframe computer and more than two hundred microcomputers scattered across the campus, current plans call for an expansion of these facilities. All these facilities reflect the College attitude toward the natural sciences. Excellence is our goal, in our teaching, our faculty, our facilities and our students.

Middlebury offers strong major programs in biology, chemistry and biochemistry, geology, mathematics, computer science and physics. Unique interdisciplinary majors in environmental studies and Northern studies, with emphasis on the natural sciences, are available for students whose career interests span a variety of the more traditional disciplines.

The success of our majors in graduate schools, in professional schools, as secondary educators, and in the job force is the best measure of our programs. Strong training in the sciences on a foundation of liberal education is an unbeatable combination. Our philosophy has been to provide students with a faculty who are themselves engaged as productive scientists. The faculty is available to the students from their freshman year and share their research with juniors and seniors in seminars and in advanced and independent study programs in every discipline. Undergraduate science students have coauthored papers and presentations with their teachers and have received grants to support their research.

The natural science faculty also offer much to non-majors. The scientific approach is introduced in a variety of foundations courses and non-majors courses which invite the students to share in the joys of probing the mysteries of our universe. Science faculty also participate in the college-wide freshman writing program and offer many concentrations which deal with modern and historical questions in our disciplines.

Biology

Traditionally one of the strongest and most popular departments at Middlebury, biology offers a wide range of courses in ecology, zoology, botany, cell biology, genetics, animal and plant physiology, and microbiology. The curriculum provides an excellent and balanced liberal education in biology. Our alumni find that they are prepared for graduate study, medical and other professional programs, teaching, and the general job market. We are delighted that each year substantial numbers of our graduates pursue each of these goals. In the past six years, more than 95% of our graduates who have applied to medical programs have been accepted. Alumni who apply to graduate schools usually choose from a number of competing offers. Secondary school teachers who have majored in biology at Middlebury have found a welcome in the nation's school systems, where a growing emphasis on the sciences and mathematics is taxing the supply of teachers.

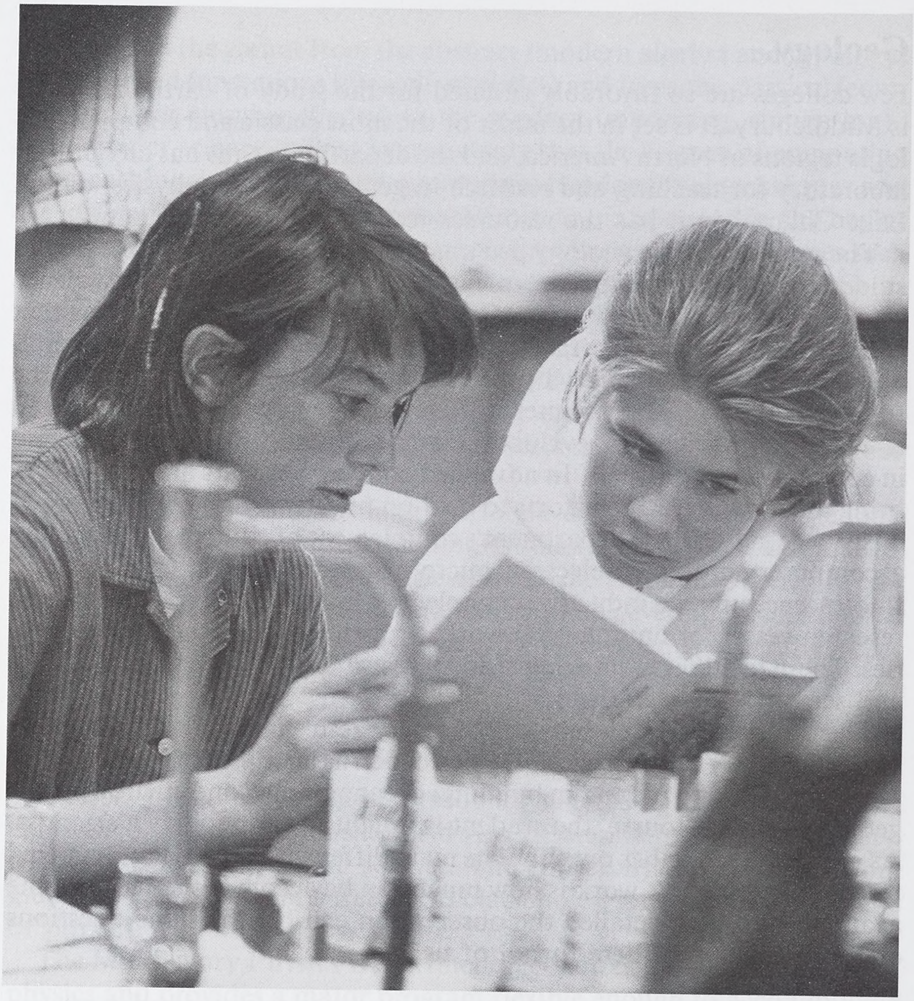
We are well-equipped to teach biology at every level. Our laboratory equipment includes an electron microscope, an ultracentrifuge, and electrophoresis and scintillation equipment which is all accessible to undergraduates. Our collections of animal skeletons and skins, herbarium specimens, and living animals, plants, bacteria and fungi allow us to illustrate our lectures with examples that the students can examine and handle. Our microbiologist is trained in the latest genetic engineering techniques, and all of the faculty use computers in their teaching or research. Amazingly diverse aquatic and terrestrial systems are within a short drive of the college, and overnight field trips to our High Pond Field Station and to the coast are an important part of our field courses.

The department is particularly proud of the scholarly activities of our faculty and their students. Each of us delights in nurturing undergraduate research. Students frequently accompany their mentors to national meetings where the students present the results of their work to the broader scientific community. Current faculty research interests in the department include locomotion in scorpions, plant stress physiology, extranuclear inheritance in wasps, organization of milk fat globule membranes, reproductive strategies of squirrel populations, competition among aquatic macrophyte species, and human intestinal bacteriology. But our interests are shaped by those of our students, and our faculty is unique because of the depth and breadth of interests represented by the seven professors in the department.

Chemistry and Biochemistry

Ours is a chemical age. The rate of accumulation of new chemical knowledge, from discoveries that range from new fertilizers and synthetic fibers to life-saving medicines, doubles every eight to ten years. The growing list is so staggering that the hopeful chemist-to-be must wonder, "How can I ever learn enough to do anything useful in this field?" The education of a chemist is, in fact, a lifetime undertaking. But Middlebury can help to make dreams realities.

The purpose of the Chemistry program at Middlebury is not the memorization of countless facts; instead it emphasizes the theories and concepts that make up the logical framework for relating a multitude of otherwise disparate bits of chemical information. This framework is developed by a core of six semester courses covering the four major areas of chemistry — organic, inorganic, analytical and physical. Chemistry majors usually com-



plete this core by the end of their junior year. At the same time, the students are learning laboratory skills and gaining "hands-on" familiarity with modern instrumentation. During the upperclass years students elect a number of advanced chemistry courses best suited to their individual interests. The undergraduate experience culminates for most students in an independent research project under the direct guidance of one of the chemistry faculty.

The department is proud of the record established by its graduates. In recent years more than two thirds of the chemistry majors have succeeded in ambitious professional programs in medicine or dentistry and in graduate programs in all branches of chemistry. Others have done as well, as industrial chemists or as teachers of chemistry.

Geology

Few colleges are so favorably situated for the study of earth science as is Middlebury. It is set in the midst of the most classic and complex geologic regions of North America, and the department thus has an outdoor laboratory for teaching and research in geology and geophysics; and in Lake Champlain it has the resources for work in oceanography.

The strength of the geology program is the close relationship between students and faculty. The department believes that the business of science is to explore what is not known. Courses are built around problems that incorporate field and laboratory experiences. They emphasize the development of reasoning ability by addressing the problems currently at the forefront of the science. In intermediate courses students are encouraged to function as scientists, evaluating data in outdoor field exercises and in contemporary journals. In advanced courses, students are expected to bring their own research efforts to bear on problems that have not previously been solved. The department's complement of equipment, including a computer-automated electron microprobe, an X-ray diffraction and fluorescence unit, an inductively coupled plasma spectrometer and a small research vessel for limnological work, provides state of the art capabilities. These facilities assure that student research efforts can be up to date and scientifically significant.

The different research interests of a very active faculty are reflected in the introductory courses, each of which concerns an aspect of earth science: plate tectonics and mountain building; oceanography; and environmental geology. In each course, the student is taught to function as a scientist. As one faculty member puts it: "The main difference between professional research and student work is how much can be accomplished in the time available and how detailed the observation can be; the same questions and excitement are there for all of us."

Mathematics and Computer Science

Courses in the Mathematics and Computer Science Department draw students with a wide spectrum of interests, from prospective majors in the natural and social sciences, to those who wish only to sample the flavor, content and spirit of the subject. Whatever their reasons for beginning, many continue as majors after discovering in mathematics or computer science the intellectual excitement they seek.

In mathematics, freshmen may elect any of several different courses depending upon their interests and previous achievement. Calculus draws the largest enrollment, but interest in first courses based on probability, linear algebra or the foundations of computing has grown substantially. Advanced Placement is offered to a sizeable portion of each entering class.

Electives run the gamut from the abstract (modern algebra and topology) to the applied (operations research, statistics) and from the classical (complex analysis, number theory) to the modern (modelling, simulation).

Computer science majors learn quickly that the science of computing represents much more than programming. Fundamental techniques and the key subdisciplines of computer science are introduced in the beginning courses; upper level courses are balanced between systems issues such as operating systems and compiler design; application areas such as graphics and artificial intelligence; and theory, such as analysis of algorithms and computability. Much of the excitement of the study of what can be computed comes from seeing repeatedly how theory and practice interact with each other. State of the art equipment is used in courses at all levels, as well as being available to students working on their senior projects.

Graduates take almost as many different directions as there are individuals. Recent majors are attending graduate school in mathematics, statistics, computer science, business, medicine and law. Others are employed as actuaries, technical writers, teachers and government economists. Professional opportunities for those with backgrounds in mathematics and computer science are expanding every year *(see also page 50).*

Physics

The discoveries of physics have profoundly altered both the physical circumstances and philosophical world view of twentieth century humanity. Physics is the fundamental science. The entire physical universe, from gluons to galaxies, from baseballs to black holes, is described by the laws of physics.

The Middlebury Physics Department recognizes the diverse appeal of physics and provides a major program flexible enough to accommodate not only students with a professional interest in physics but also those planning to enter such fields as medicine, engineering, teaching, or business. For the nonscientist the department offers two foundations courses, “Physical Reality and Human Thought” and “Introduction to the Universe,” as well as two more applied courses, “Nuclear Technology” and “Structures and Machines.”

Upper level physics courses provide depth in such fundamental areas as classical mechanics, quantum mechanics and electromagnetic theory, in fields of current research such as astrophysics, nuclear and particle physics, plasma physics and in applications including electronics. Senior physics majors apply their knowledge to an experimental or theoretical research project. Recent senior thesis topics have included studies of su-

pernovae using some of the world's largest telescopes, control strategies for solar energy systems, laser holography, biological effects of ultrasound and measurement of high-temperature superconductivity.

The department is well equipped and its faculty members are active researchers in a variety of areas, including astrophysics, nuclear physics, laser spectroscopy, ultrasonics and physics education. Faculty members are readily available to students, and offer them the opportunity to work as undergraduates with professional physicists on problems of current interest.

OTHER ACADEMIC PROGRAMS

In addition to the regular departmental programs and majors there are other academic programs that cross departmental and disciplinary lines. There are also programs which, while not offering majors, nonetheless enhance the opportunities for study at Middlebury. (See pages 90 to 92 for other, off-campus, special programs.)

PROGRAMS WITH MAJORS

American Civilization

The American Civilization Program has developed a tradition of committed and spirited student majors who undertake to acquire an interdisciplinary knowledge of American experience. Specific courses in American History and Literature, supplemented by an interdisciplinary major field and study of another culture lead to intensive junior and senior seminars, and finally to the writing of a senior thesis. The major has proven itself appropriate for a wide variety of academic or professional careers.

Classical Studies

The Classical Studies Program offers a broad, rigorous general education based on the careful study of the fundamental works of Greek and Roman antiquity, in English and in the original languages. These fundamental works cut across our disciplinary boundaries and even challenge the very idea of these boundaries. Courses in Classical Studies aim to cultivate literary taste, historical reflection, and philosophic inquiry, while giving students direct access to the Classical authors through intensive study of the Greek and Roman languages. The interdisciplinary nature of the program is reflected in a teaching staff that includes faculty in the departments of Classics, Philosophy, Political Science, English, American Literature, Religion and Art.

East Asian Studies

The term "East Asia" refers to China, Japan and Korea, and this interdisciplinary program covers the common cultural heritage of the region. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses to be taken in several different departments, exploring connections among the art and literature, history, intellectual heritage, social organization and cultural values of East Asian peoples.

Environmental Studies

Environmental Studies is an interdisciplinary major that emphasizes the natural sciences, economics, geography, sociology and philosophy. The program is well suited to students with interests in wildlife management, environmental geology, physical and cultural geography, environmental ethics and law, and resource economics. Middlebury's locale within the Champlain Valley and access to the nearby High Pond Nature Reserve affords opportunities for field work in these areas.

International Major

The International Major enables a major in an area other than a language or literature to do advanced work in that discipline in a foreign language, including advanced courses taken at one of the Middlebury College Schools Abroad or an approved equivalent.

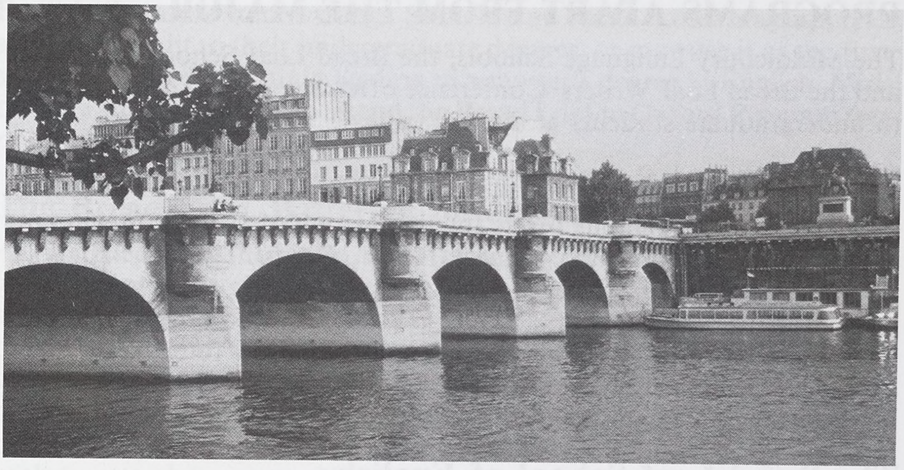
A student choosing the International Major in Economics (French), for example, could do work at the Institut d'Etudes Politiques and the University of Paris, while a student in Art History (Italian) might take courses at the University of Florence. International Majors thus develop, in addition to a general competence in the foreign language, a command of the vocabulary and terminology specific to their area of specialization and a familiarity with the discipline as practiced abroad. See department listings for specific requirements.

International Politics and Economics

The major in International Politics and Economics is a variant of the International Major that combines interdisciplinary work in political science and economics at Middlebury with study abroad. This program is particularly well-suited for students interested in international careers in business or government service. The International Politics and Economics major allows exceptions to the normal requirement of the full year of language study abroad, so that majors may attend schools abroad, such as the Middlebury school in Moscow, where only one term of study is offered.

Literary Studies

The College offers a unique combination of resources for the study of world literature. In addition to the wide range of courses offered by its distinguished departments of English Literature and American Literature and Civilization, it provides instruction of high quality in the literature of the classical and modern European languages (as well as Chinese). The Program in Literary Studies was conceived in order to make the full range of these resources available to students seeking to achieve a broad awareness of major literary achievements of different historical periods and cultures. Besides helping to develop such a comprehensive perspective, the Program—through its emphasis on study of the original languages—ensures a mastery of texts in at least one foreign language; it therefore enables students to complete their training by undertaking comparative work in depth in a specific literary period or genre, or intensive work in the literature of a single culture.



Northern Studies

This highly successful interdisciplinary field study and research program combining biology, geology and geography, is a joint venture of Middlebury and the Center for Northern Studies in Wolcott, Vermont. The program offers specialized courses treating Arctic and Subarctic and Alpine environments, biota, Northern Cultures, history and public policy. Because the climate and biota at the Center are essentially sub-Arctic, students in the semester in residence there gain direct field experience, living and conducting research in a truly northern environment.

Russian and Soviet Area Studies

The Russian and Soviet Area Studies Program encourages an interdisciplinary approach to the Soviet Union and its people. Students receive a foundation in Russian and Soviet history and develop an understanding of Soviet economics, geography and politics. Participants are also required to gain proficiency in Russian by completing three years of intensive language instruction.

Provided with this background, students are uniquely prepared to take full advantage of a semester of study at the Pushkin Institute in Moscow. Upon return from the Soviet Union, students take a senior seminar and/or project using their language and cultural skills in one of the following departments: Economics, Geography, History, Political Science or Russian. This combination of broad training in the social sciences and rigorous language expectations is intended to enhance the qualifications of the next generation of Americans who will be called upon to deal with the Soviet Union. Beginning in the Fall of 1989 Middlebury will send several undergraduates to select Soviet institutions for a full academic year.

PROGRAMS APART FROM THE MAJOR

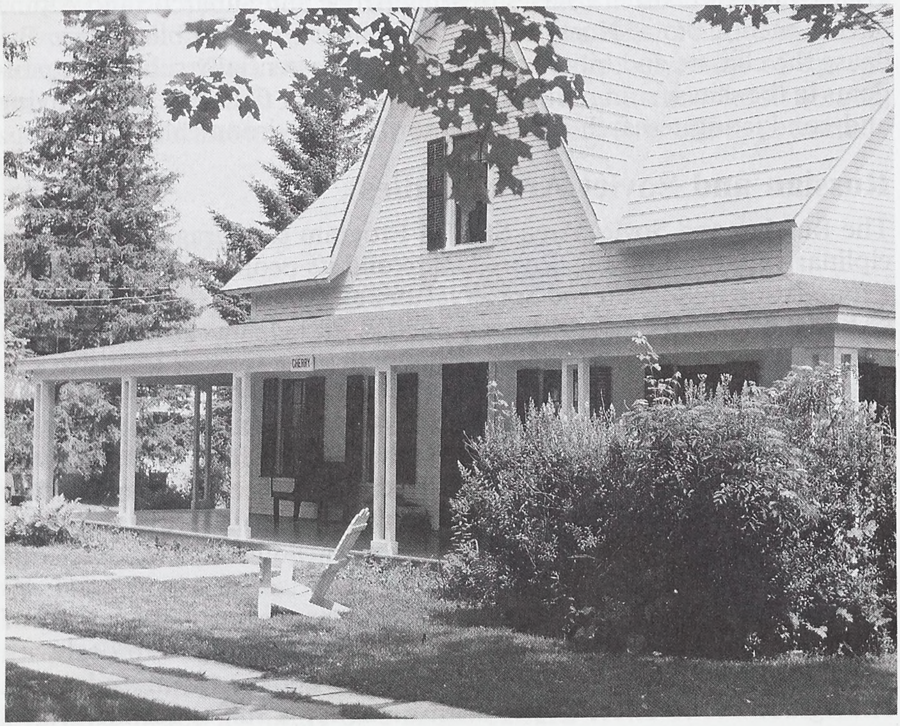
The Middlebury Language Schools, the Bread Loaf School of English and the Bread Loaf Writers' Conference offer exceptional opportunities to undergraduate students at a small college.

The Language Schools

Each summer the campus offers intensive study of several foreign languages and cultures: Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. Courses range from beginning to advanced and graduate level. Many students attend as preparation for one of the Middlebury schools abroad, to prepare themselves for other foreign programs, such as those in East Asia, or to begin earning credits towards a Middlebury advanced degree *(see also pages 232–233).*

The Bread Loaf School of English

The Bread Loaf School of English conducts a six-week graduate session each summer at the campus under Bread Loaf Mountain, and its courses are also open to selected undergraduates who wish to pursue studies of



English literature and writing. Students at Bread Loaf may apply a summer's credit to their undergraduate degrees, or may use it as the first summer of graduate study leading to a master's degree in English. Middlebury students may also attend the Bread Loaf in Oxford Program *(see pages 50 and 233).*

The Bread Loaf Writers' Conference

At the Bread Loaf Writers' Conference, the oldest and most famous gathering of its kind in America, both aspiring and experienced writers are able to meet in workshops and in individual conferences with members of the teaching staff, which consists of some of the most distinguished writers in the country. Students become aware of the professional world of writing and writers, of editors and literary agents, and of the mechanics of publication. Special scholarships are available to undergraduates who wish to attend *(see page 233).*

New England Review and Bread Loaf Quarterly

The College publishes the *New England Review and Bread Loaf Quarterly,* featuring poetry, prose and criticism by the country's most distinguished writers. NER/BLQ appears four times each year.

The Program in Writing

The ability to express oneself clearly and thoughtfully in writing is integral to a liberal arts education and virtually all departments in the College demand a substantial amount of written work, so that students may have the opportunity to write and to receive criticism from both their teachers and their fellow students. For those interested in creative writing, sequences of courses are offered in poetry, fiction and non-fiction, and eligible majors in English may undertake Honors projects in creative writing in their senior year. Students majoring in disciplines outside the Humanities may satisfy the concentration requirement through work in creative writing. In addition to the courses taught during the regular academic year, interested and qualified students may apply to the summer programs offered at the Bread Loaf Writers' Conference and the Bread Loaf School of English. More information is available in the pamphlet entitled "Creative and Expository Writing at Middlebury."

Study Abroad

Nearly four out of every ten Middlebury undergraduates take advantage of the opportunity to study abroad during their junior years; many spend the whole year out of the country, and others simply one semester. More than half the students abroad attend one of the five Middlebury Schools Abroad, in Paris, Florence, Madrid, Mainz or Moscow, while others may be found at other programs or universities in Europe, Africa, Latin America or East Asia. In all cases students wishing to study outside Middlebury are expected to demonstrate the relevance of their study abroad to their academic programs, and to show the importance of such study for their intellectual growth. Those going to countries where English is not the primary language are normally expected to have a command of the appropriate foreign language sufficient to allow them to do work at an advanced level, and summer study at Middlebury may be necessary to achieve that degree of fluency *(see page 233).*

Middlebury at Oxford

Middlebury College is fortunate in its ability to offer its undergraduates opportunities to study at Oxford. Each year five sophomores are selected to read in English, History, and Politics, Philosophy and Economics at Lincoln and Worcester Colleges. They will be matriculated Oxford students, who undertake a regular program of study, for which they receive a year of Middlebury course credits. Several Middlebury students have received Firsts on their examinations, and one was subsequently awarded a Rhodes Scholarship.

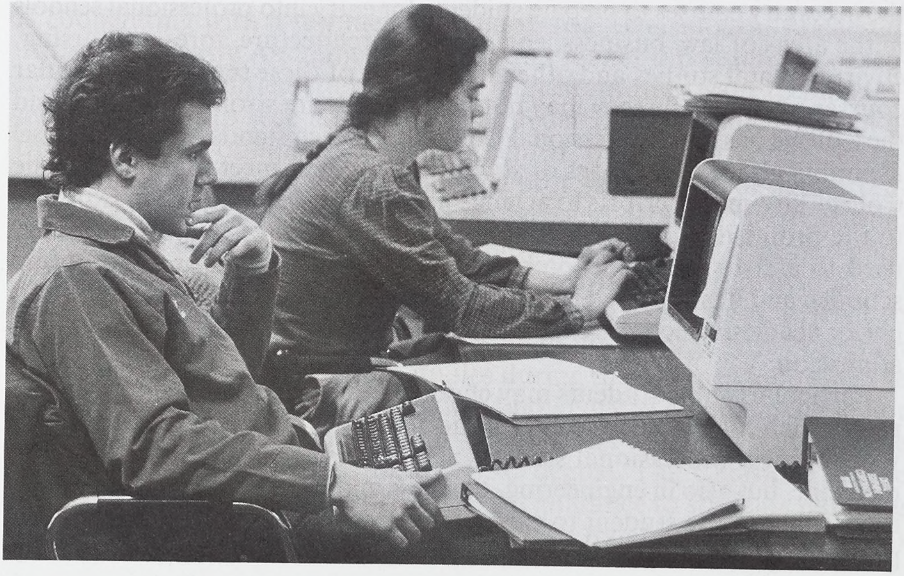
Each year, qualified Middlebury upperclassmen majoring in literature may attend the summer program of the Bread Loaf School of English at Lincoln College, where they take a graduate seminar and a tutorial, earning two course credits towards their undergraduate program. They live in Lincoln College, in the center of Oxford, and are thus able to take advantage of the cultural opportunities of Oxford, Stratford and London.

Computer Science

A recent visitor to Middlebury's Computer Center found students and faculty working on a surprising variety of projects on the College's interactive time-sharing system. A freshman was using the computer to help determine the validity of a complex logical argument assigned in her philosophy course. A mathematics senior was putting the finishing touches on his thesis developing new methods to display three-dimensional surfaces on a computer terminal. One faculty member was examining the results of statistical analyses of data on the growth of the American economy. Another faculty member was exploiting the powerful text-editing features of one of Middlebury's microcomputers to prepare the first English translation of a Russian novel. And at the next bank of terminals. . . .

Middlebury students, in increasing numbers, are bringing their own personal computers to campus. The College provides computing support for these students, and this is most easily done when the computers are compatible with those brands of computers already in use on campus. The College owns approximately 130 DEC Rainbow microcomputers, 70 Apple Macintoshes, and 20 IBM PC microcomputers; our libraries provide software on loan to students, and microcomputers can access our VAX "supermini" computers using modems and phone lines. Middlebury College currently supports the transfer of text files to our VAX computer (for example, to print documents on our laser printer) from the Rainbow, IBM-PC or compatible, Macintosh, or Apple II. Our software library for the Rainbow, IBM-PC and Macintosh is constantly expanding.

Computers are as ubiquitous at Middlebury as they are in society at large, and the College believes that computer science is both a challenge to and an opportunity for its liberal arts tradition. Classrooms and laboratories are equipped for computer use, and terminals and microcomputers are scattered across the campus. The Mathematics and Computer Science Department offers introductory, intermediate and advanced courses in computer science, while many other departments, in the Sciences, the Social Sciences and the Humanities use the computer in a variety of ways. New and exciting opportunities for the integration of computing into Middlebury's more traditional programs are constantly expanding. Students with a strong interest in computing can elect a Computer Science major. They can also combine a Concentration in Computer Science with any of several majors, thus gaining a solid knowledge of computing and its applications *(see also page 107).*



Teacher Education

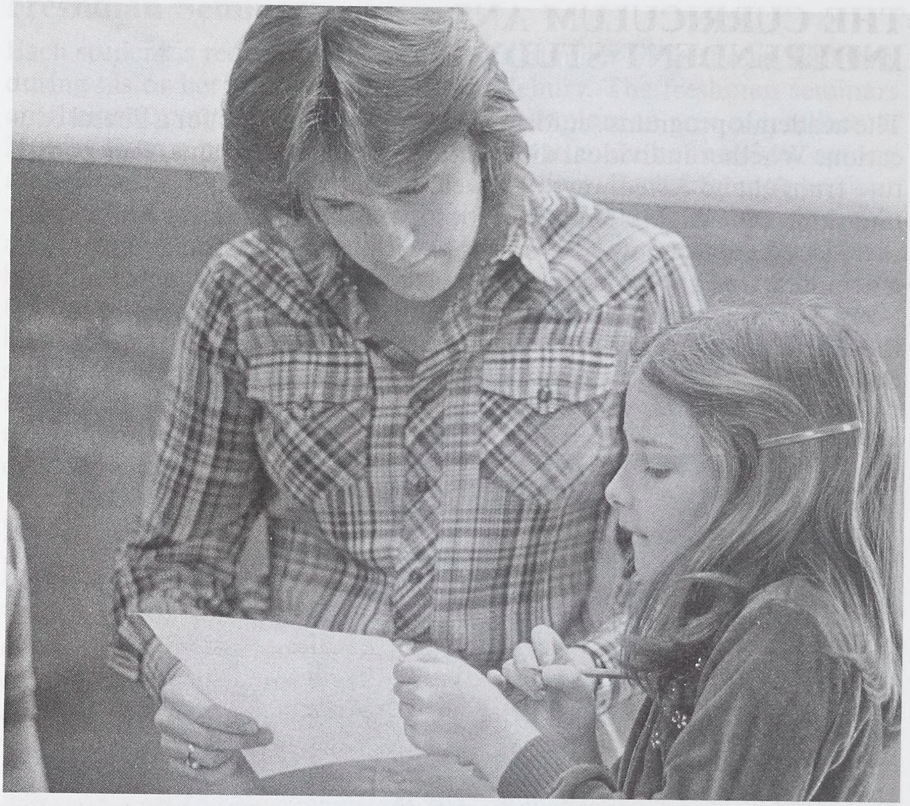
Although Middlebury does not have a major in Teacher Education, our Teacher Education Program has been very successful in preparing men and women for careers in elementary and secondary education. Students participating in this program fulfill a normal major requirement and complete a series of courses in Teacher Education that culminates in an extensive teaching practicum in one of the local public schools. Graduates of the Teacher Education Program can be fully certified by the State of Vermont for teaching in most of the states in the United States *(see page 223).* An innovative new program – the Ninth Term Teacher Education Program – invites graduates of Middlebury to return to the College for an extra semester, at a modest cost, in order to complete student teaching in the Teacher Education Program.

Premedical and other Preprofessional Programs

Middlebury's strong science programs within the context of the liberal arts are well suited to premedical studies, and particularly to the increasing emphasis placed by health care today on the relationship between the physician and the patient. While premedical studies have never been easy, Middlebury takes great pride in the enviably high rate of acceptances of Middlebury graduates by medical schools in recent years.

The premedical program and several others – such as predental and preveterinary – demand that the student take a number of specific courses, though no particular major, as an undergraduate. Middlebury also offers the necessary courses to prepare students for entry into professional schools in the areas of law, business, engineering, architecture, forestry, nursing, environmental studies and others. For many of these there are particular courses which, while they may not be required, are strongly advised, and the College has a Preprofessional Committee which stands ready to counsel aspirants about the courses of study that will best meet their needs. The College also makes efforts to arrange internships to provide early exposure to the professions. Interviews and a careful review of qualifications are used to assist students in preparing their applications for professional schools, and it is expected that preprofessional students will maintain superior academic records to insure that they become strong candidates for admission.

Particularly able students may choose a combined professional school plan which allows them to leave Middlebury at the end of their junior year to begin professional studies. Such plans are available not only in medicine, but also in engineering, business and nursing. These plans make it possible for the student to earn both the Middlebury B.A. and the appropriate degree from the professional school. In addition, Middlebury



is cooperating with a few medical schools (e.g., Dartmouth, Rochester, Tufts) in an Early Assurance Program that makes it possible for exceptionally well qualified students, who are certain they want to pursue a medical career, to seek admission to a predetermined medical school at the end of the sophomore year. If accepted, the student completes the Middlebury B.A. prior to attending the professional school. Other programs permit early decisions on acceptance and deferred matriculation; allowing students to use their post-senior year for other commitments.

For students interested in a business career, Middlebury, in association with the University of Chicago Graduate School of Business, offers two juniors the opportunity to gain admission to the Chicago MBA program and begin their business school studies during the summer following the junior year. These students return to Middlebury to complete the senior year and may then continue to pursue the MBA at Chicago at anytime within three years of receiving the B.A. degree. The Chairman of the Preprofessional Committee offers special guidance to students pursuing any of these cooperative programs. (*For basic requirements see page 91.*)

THE CURRICULUM AND INDEPENDENT STUDY

The academic programs set forth above are benchmarks for a liberal education. Whether individual disciplines or special programs, they constitute fruitful and tested ways of developing in an orderly fashion important skills and insights. Yet at each point in the curriculum at Middlebury there is a recognized way for students with initiative, special talent, and a demonstrated ability for independent work to move in their own directions. The following paragraphs give a brief overview of the structure of the curriculum, and set forth the ways in which independent study is either expected or encouraged.

Freshman Seminars

Each student is required to elect one of a number of freshman seminars during his or her first semester at Middlebury. The freshman seminars are thematic courses which are designed to explore an area of intellectual inquiry from a perspective which attempts to make connections among a number of the traditional academic disciplines. Each freshman seminar will have an enrollment of no more than 15 students in order to provide ample opportunities for class discussion. Freshman seminars are offered in all fields of the curriculum, providing each student the opportunity to choose a seminar in a subject of interest. The freshman seminars will have an intensive writing component, geared to the subject matter of the seminar. The instructor of each freshman seminar will serve as the freshman faculty adviser for all the students enrolled in the seminar. Because of their interdisciplinary nature, freshman seminars will not normally satisfy departmental major requirements.

Foundations Courses, Concentrations, and Distribution Requirements

The Middlebury College curriculum is designed to assure that each student's education includes a certain breadth of knowledge as well as in-depth study in one area defined by the major. In consultation with an academic adviser, each student plans his or her curriculum so as to provide an introduction to a broad spectrum of ideas.

The College offers a series of foundations courses in the major departmental and program areas of the curriculum. Foundations courses are designed to offer introductions to major historical traditions, great ideas and great works. They will provide the foundations for further learning in the area of the course or in allied areas, and they will be designed to aid students in their choice of a major.

In planning his or her curriculum each student elects a concentration, in addition to the major. The objective, again, is to ensure some breadth as well as in-depth study in a student's educational program during the junior and senior years. A concentration consists of four or more courses, unified by a general principle. The concentration may be departmental or governed by an interdisciplinary theme. It involves work outside the major and substantially different from the major. The concentration must be in a division other than that of the major, and it includes courses beyond the introductory level. While departments and divisions regularly specify concentration patterns, students may also seek approval for an original concentration and the possibilities for the imaginative student are great. The student's concentration is submitted for approval by the Curriculum Committee before the end of the sophomore year.

Each student in the classes entering in the fall of 1988 and beginning also must complete a distribution requirement consisting of a minimum of two courses in each of the following four areas: Humanities, Natural Sciences, Social Sciences and Foreign Languages/Area Studies.

Independent Projects

Students with strong records and a particular interest may apply to a department to substitute an independent project (numbered "500" in the course sequence) for a regular course. Such projects usually culminate in an extensive research paper, a major production, performance or portfolio of poems, paintings or prints.

Independent Study and the Major

Most departmental majors have great inner flexibility. There are some highly structured majors in which the nature of the discipline prescribes a necessary sequence of course work. On the other hand, great variety is possible in multi-disciplinary majors like Religion. Joint majors and double majors are not difficult to design and have been increasingly popular in recent years. All departmental majors—even the most structured—encourage, if they do not insist on, independent work in the field during senior year. However, the ways of knowing are not confined to any college's current departmental structures and so Middlebury has an Independent Scholar program for those students whose talents and interests clearly would profit from programs they design themselves.

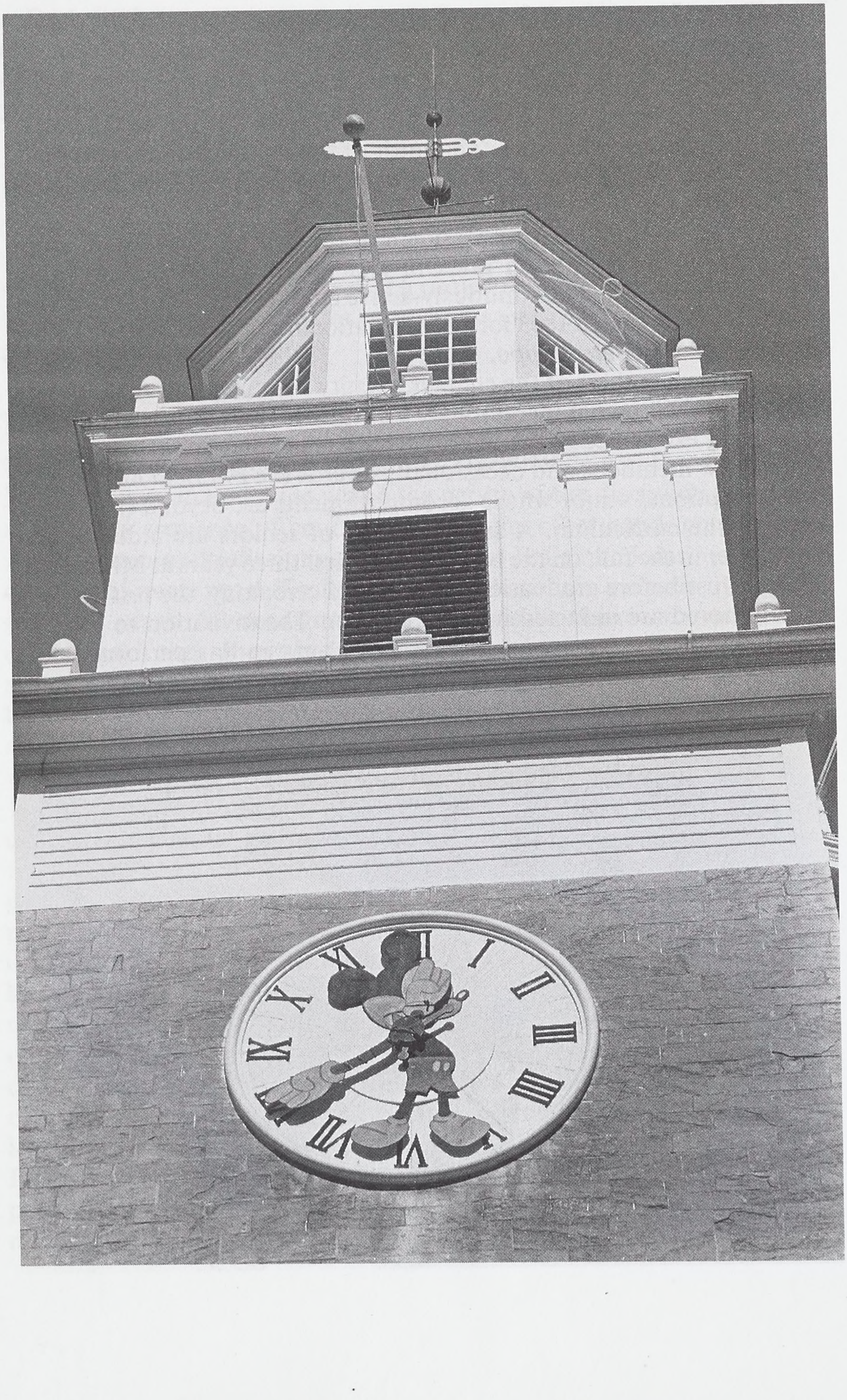
The College recognizes that a few outstanding students with clearly defined educational goals find that they cannot fulfill them within the framework of normal requirements, and the Independent Scholar program is designed to meet their needs. Independent Scholars plan their programs with the assistance of their faculty advisors, under the general oversight of the Independent Scholar Committee. Such programs may be broadly transdepartmental or may involve intensive study and advanced research within a single department. Normal restrictions as to numbers of departmental courses are waived with the understanding that the student will fashion a program with appropriate focus, and that work accomplished outside the normal curricular structure will be equivalent in level of achievement to that required in the normal A.B. program. An Independent Scholar's studies may include multiple credit independent projects, off-campus study, non-departmental programs, and interdepartmental majors as well as more intensive departmental majors.

Phi Beta Kappa and the Liberal Arts Tradition

Phi Beta Kappa was founded in 1776 by five students from the College of William and Mary meeting in the Apollo room of the Raleigh Tavern. It was created as a "philosophical society" devoted to the discussion of political and academic issues. The spirit of the organization is embodied in the phrase *Philosophia biou kubernetes*, let the love of wisdom guide you through life.

Jeremiah Atwater, the first president of the college, brought the tradition of *Phi Beta Kappa* from Yale University to Middlebury. Our chapter is the thirteenth oldest continuously-active chapter in the nation and was one of sixteen which in 1883 formed the national organization, the United Chapters of *Phi Beta Kappa*.

The active members of the chapter, faculty who were initiated into the chapters of their own undergraduate institutions, continue a tradition of celebrating excellence in the liberal arts. The chapter sponsors lectures, inducts new members, and occasionally awards the *Phi Beta Kappa* prize to an exceptional senior whose accomplishments are beyond the normal scope of the curriculum. A small number of seniors are inducted into the chapter in the fall, on the basis of their first three years at Middlebury College. Just before graduation, at a second ceremony, the rest of those to be honored are inducted into the chapter. The invitation to join is a recognition by the faculty in the chapter of outstanding performance in the pursuit of the liberal arts education.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A Sense of Life: Patterns in Time

Four years: Most students take four full years to complete their A.B. degree. There is nothing sacred about this tradition, however, and today it is more and more common to find students who interrupt their educations for a semester or a year, or those, on the other hand, who accelerate their education through summer study at the Middlebury Language Schools and the Bread Loaf School of English. Yet for most the normal pattern of four years — freshman through senior — remains the ideal way to undergo and enjoy the development in one's intellectual, social and spiritual life that college can generate.

Students arrive, then, as freshmen — most in September, but many in February. As entering freshmen, they must complete a freshman seminar. A second writing-intensive course must be completed by the end of the third semester. Throughout the first two or three semesters, most students experiment with courses that may lead to a major. By the middle of the sophomore year, a preliminary choice of major has been made, although some highly structured programs, particularly those involving study in the foreign languages or the natural sciences, require a declaration of major by the end of the freshman year. This allows students to make a serious test of their prospective interest while there is still time to consider other options if their first choice proves inappropriate. By having a departmental identification, it is also possible to have a functioning advising system for sophomores. By junior year students will have firmly decided their majors and probably half of their course work will be in that area. In senior year, departments offer some special senior work such as a thesis, seminars or a general examination, which are designed to promote in-depth research and an integration of knowledge.

A single year:
4-1-4 Curriculum

The pattern of a single year at Middlebury consists of a fall term of 12 weeks ending at Christmas vacation, a winter term of 4 weeks in January and a spring term of 12 weeks ending in mid-May. In the fall and spring terms, the normal course load is 4 courses, but students may with permission take 3 or 5 courses in a term. This allows students to vary their academic load in a single term in light of the overall pattern of their educational program. In the winter term, students take one intensive course.

The 4-1-4 pattern has several advantages. It allows the college year to follow the rhythm of the calendar year so that fall term is completed before the Christmas vacation. Rather than let the January period lie fallow either through an extended vacation or a "reading period," the faculty has chosen to use that time for curricular innovation. The winter term opens up teaching possibilities at the College that are simply impossible in any conventional term. The clearest example of a unique possibility that can be realized in winter term is the extended field investigation. When students are involved in four courses simultaneously, they cannot take off for three weeks to study marine, freshwater and terrestrial organisms in Guatemala, see first-hand the relationship of modern Peruvians to their past or take part in the College's internship program by working in the emergency room in a large metropolitan hospital — all projects which have been undertaken during winter term.

In the winter curriculum, faculty are able to try new ventures not easily fit into a fall or spring term. Exotic areas of a discipline, special interests, or unusual methodologies may be the focus of an experimental course. Some recent entries: Human Nutrition: Concepts and Controversies; The Experiment Works, But What Do I Do With All These Numbers?; In Search of the Historical Jesus; Prison, Culture and Structure; Sense and Nonsense: Reading Journalistic Economics; Ethics and Public Policy.

In certain disciplines great efficiencies in learning can be accomplished by an intensely concentrated period of study on a single technique, problem

or body of material. Several language departments, for instance, have been experimenting with intensive introductions to language in the winter term.

Independent Study in winter term: In addition to the curricular offerings by the faculty, extensive possibilities exist for qualified students to pursue independent projects during the winter term. In addition to the normal independent research project akin to the "500" courses in the regular terms two unique possibilities in winter term are:

Internships: Students are permitted to take ungraded internships in various professional areas: law, medicine, architecture, communications, teaching and so on. The internship may be off-campus—some have been as far away as the mayor's office in Bremen or a clinic for autistic children in London—or it may be working in the office of a local attorney or at the University of Vermont College of Medicine. In all cases, internships involve significant exposure to the essential work of a profession. Mere bystanding or routine clerical work is not sufficient to qualify a position for an internship.

Student-Led Courses: These permit small groups of students to study under the guidance of one of their peers who has exhibited expertise in an area not included in regular semester programs.

A Sense of Life: Improvisation and Theme

Freedom

The most immediately obvious fact of life at most colleges is freedom. Freedom is everywhere in contrast to high school. No proctors record a missed class, no study halls are required, assignments become more substantial and there are long periods when no one is marking and admonishing as students prepare the materials on which they will be evaluated. In short, this freedom from structure means that responsibility rests with the individual student to take on the task of his or her education. To the extent that this can be done, Middlebury looks for the student who knows how to superintend freedom.

Freedom relative to academic performance is the major public responsibility that every student has to take on, but freedom in the larger life pattern of the College is also a fact which must be accepted responsibly. The College has an immense Handbook full of pages of data, admonitions, procedures, standards and what not, but there are precious few College social rules. The Dean of Students likes to sum it up by saying that the primary College rule is "Be considerate." In general, students manage their own social life. The current nostalgia for the decade of the 50s (or the 20s) has not yet turned anyone's taste back toward the carefully chaperoned dances, or the rule which forbade men to be on the women's side of the campus after 10 p.m. Most of the College dormitories are coeducational in some fashion or other: by wing, by floor section or corridor. The effect of co-educational dormitories on the whole has been salutary. Insofar as living arrangements are a sign of respect for the maturity of the young people who come to the College, they become an instrument in sustaining that maturity. In terms of the Dean's rule of "considerateness," coeducation in general and the current College residential policies appear to be positive factors in encouraging that virtue.

Community

If cross-country racing presents a figure for the diligence which makes talent productive, there is also the "loneliness of the long distance runner" to be reckoned with. Any Dean of Students or counselor will recount that loneliness is a primary worry of college students. One suspects that the better the college, the more often the complaint is heard. This is not surprising. Young people who show the kind of intellectual achievement that gains them admission to a very selective college have necessarily spent a lot of time wrapped up in books, writing poems, laboring over lab reports and the like. A lot of life's satisfactions have been in the world of ideas and imagination and some of this may exact a toll on the easy flow of social life. Middlebury does have its share of loneliness—finally no one but the individual student can master the academic tasks—but there are many factors at the College which run counter to isolation and create community. A few are worth special mention.

The strong point of the large university is the size and variety of its departments and curricular offerings. What is sometimes hard to find, however, is the sense of community between students and faculty. In-

dividual teachers may be as warm and generous and open as possible, but sheer statistics make it impossible for any individual student to have much of a claim on their time. One of the advantages of smallness is that students, during their careers, will see particular faculty members in different courses working with their subjects at different levels. Professors do not exist simply to pump knowledge into the heads of students; because students and faculty members come to know each other, teachers can become living examples of the values of the intellectual life and the disciplines they profess.

The College's rural setting has a strong influence on the development of the community. Its members cannot depend upon the commercial delights of the city, and thus there is a necessary and pleasantly improvisational quality to social life at Middlebury. Established social groups, fraternities, and student activities exist and are open to virtually any student. Middlebury fraternities admit women and there is an easy passage back and forth between fraternity members and the students "on the hill." The fraternities run an "open rush" which is essentially a self-selection system of affiliation. The fraternity example of openness is matched in all organizations. Anyone who shows even a suggestion of interest in joining up at anything, from KDR to a weekend birthday party for the student down the hall, is likely to be swept in and asked to provide the potato chips.

Social activity is primarily free floating and small scale. It ranges from intellectual groups to folkdancing, from the serious and sedate, to the noisy and boisterous. The Winter Carnival Ball always attracts a crowd. Big events may be the appearance of Oscar Peterson or a student production of *One Flew Over the Cuckoo's Nest.* Movies are constant fare in Dana Auditorium and Twilight Auditorium with two or three showings a night from the Cinema Club, the American Movie Club or the Student Activities Board and are shown as "tension breakers" during exam time. Middlebury is an outdoors campus and much of the out of classroom life takes place on the Long Trail, on the ski slopes or in white water.

Whether students who choose Middlebury are already open and democratic in their tendencies, or whether the College encourages and supports that outlook, the result is a student community with very little stratification. Individualism is respected, and there is little pressure from any dominant group to conform to particular ways and outlooks. Perhaps it is a happy accident that the entire student body moves from dormitory to dormitory almost every year; at all events, this keeps at bay the kind of territorial imperative that would permit a special elect to hold on to the best places. And because living arrangements change each year, students are forced (if they are not already so inclined) to learn to live with and to respect a great variety of their neighbors.

Extracurricular Activities and Student Government

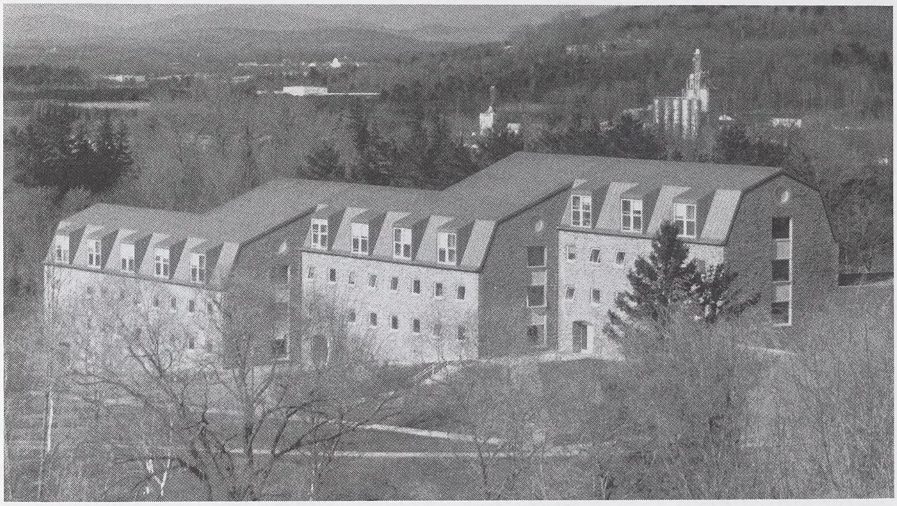
At last count there were 70 student organizations which had formal constitutions approved by student government. These run all the way from special interest groups like the photo club through the religious groups to the large and traditional college organizations: the newspaper, the year book, the literary magazine, the radio station and the student government.

The College newspaper, *The Campus,* is probably the most provocative student voice, and its opinions often precipitate heated discussion among administrators, faculty and students. The radio station, WRMC, is a one hundred watt educational station which has an exceptionally committed staff. There is something, evidently, about dominating the air waves for an hour which brings students to work around the clock. During the academic year programming features music, sports, interviews and news, and in the summer the emphasis is on the fine arts. The literary magazine, *Frontiers,* has recently branched into photography and the graphic arts and continues to publish poetry and prose from students and faculty. The yearbook, *Kaleidoscope,* is well named since it never seems to appear in the same format twice. A journal, *Section 8,* is devoted to the visual and performing arts at the College.

The student-run Middlebury College Activities Board has the responsibility for initiating, planning and presenting major programs of interest. Visiting lecturers, big-name rock groups, folk singers and a host of other social activities are produced and financed by MCAB.

The big social event of the year is, of course, the Middlebury Winter Carnival which features not only outstanding ski events but a round of mid-winter parties, a Carnival Ball, an ice show and nationally known entertainers. The three-day Carnival is believed to be the only remaining student-organized, student-financed Carnival in the East. Homecoming in the fall, and the May Day festival are other special occasions for celebration and good times.

Student government arrangements at Middlebury are evidently unique.



The main body of student government is called the Student Government Association. This body is composed of representatives of the advisory councils of the thirty-one academic departments. Each academic department has an advisory council of students who assist in curricular planning, make recommendations on appointment and reappointment of faculty and serve as a general instrument of communication between departmental faculty and the students. The student chairpersons of these advisory councils serve *ex officio* on the Student Government Association. The advantages of this system are considerable. The student government reflects a broad spectrum of the intellectual interests of the College and, by relating the student government to the College's departmental structure, it has been possible to give the student government some of the stability which it previously lacked. In addition to departmental representatives, about one-third of the Student Government Association is elected at-large. Special elections are held for freshman representatives.

The Student Government Association has direct responsibility in the expenditure of the student activities fee, which amounts to over $150,000 in aggregate in any year. More importantly, the Student Government Association appoints all the students who serve as voting members on the various faculty and administrative councils of the College, thereby ensuring students a voice in matters of most concern to them.

The major all-College council for student life is the Community Council, which is co-chaired by the Vice President of the Student Government Association and the Dean of the College. All students who serve on faculty councils attend faculty meetings with the right to speak on issues relating to their committees.

MEMORIAL FIELD HOUSE

Sports: Intercollegiate, Intramural and Individual

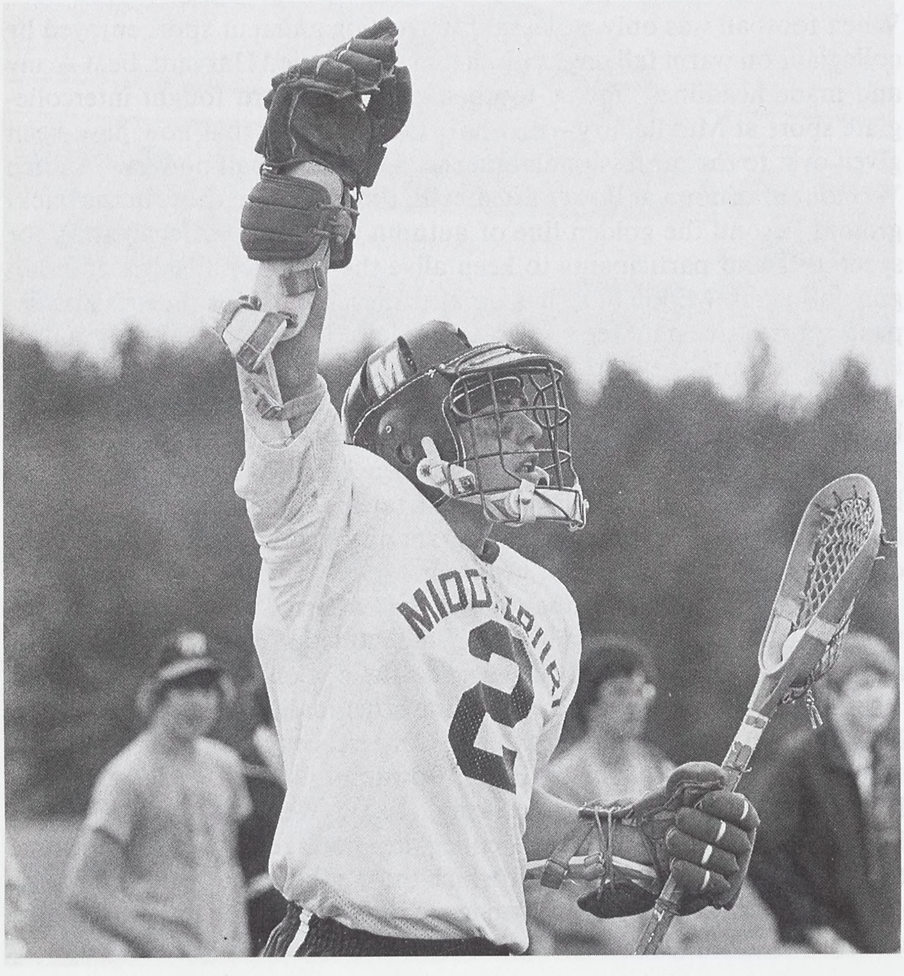
When football was only a pleasant if grueling amateur sport enjoyed by collegians on warm fall days, Middlebury teams tied Harvard, beat Army and made headlines. Today, football remains a hard fought intercollegiate sport at Middlebury—it is only the headlines that now have been given over to the professionals and the "major football powers." A crisp Vermont afternoon at Porter Field, with the mountains blue in the background beyond the golden line of autumn trees, is a perfect setting for spectators and participants to keep alive the traditional spirit of collegiate athletics. Middlebury has no athletic scholarships; it does not depend on massive gate receipts to underwrite its intramural program; it is removed from the world of the instant replay and sports whose chief end is public relations. The College's intercollegiate athletic program is based on the belief that people play for the love of the game and for the zest of competition. It searches out excellence in prospective student athletes and expects them to give of their talents, but continually stresses that this is *collegiate* athletics, a program of sports in harmony with Middlebury's overall educational program.

Middlebury College is a member of the Eastern College Athletic Conference (ECAC), the National Collegiate Athletic Association (NCAA), and the Northeast Intercollegiate Athletic Conference (NIAC). In 1970–1971 Middlebury joined with nine other institutions in forming the New England Small College Athletic Conference (NESCAC). This conference consists of: Amherst, Bates, Bowdoin, Colby, Connecticut College, Hamilton, Middlebury, Trinity, Tufts, Wesleyan and Williams. NESCAC's aim is to ensure that collegiate sports remain consistent with the educational philosophies for which these colleges are noted. Yet Middlebury fans have been very pleased in recent years with the excellent records of many of their men's and women's teams.

Intercollegiate

The men's intercollegiate sports program includes: football, soccer, cross-country, basketball, hockey, alpine and nordic skiing, tennis, baseball, golf, track, swimming and lacrosse. The women's intercollegiate program includes: field hockey, soccer, tennis, cross-country, basketball, hockey, alpine and nordic skiing, squash, swimming, lacrosse and track. There is also a junior varsity program in most intercollegiate sports.

The College provides its students with their own ski areas—the Middlebury College Snow Bowl and the Carroll & Jane Rikert Ski Touring Center. With an unusual variety of groomed slopes and trails, the Snow



Bowl is ideal for novice and expert alike. Snow making equipment was installed in 1984. Two double chairlifts and a new triple chairlift serve fourteen trails and slopes, a total of twenty miles of skiing, dropping 1,200 vertical feet. The Carroll & Jane Rikert Ski Touring Center adjacent to the Bread Loaf Mountain campus includes 50 kilometers of carefully maintained trails for cross-country skiing. On the main Middlebury campus, fifteen miles away, the Snow Bowl operates a 3.5 kilometer cross-country trail, the longest lighted course in the country. The College, its racers, and its alumni have been prominent in the world of skiing, and its men's and women's teams have been winners of recent regional and national ski championships.

Physical Education

Middlebury has a physical education program that stresses lifetime sports—those sports that can be enjoyed long after one's college days are past. Students are expected to qualify in three seasons of lifetime sports, either through intercollegiate competition or by taking a program of instruction. Instruction is available in 28 such sports. Among the lifetime sports offered are dance, golf, karate, swimming, riding, badminton, skating, skiing, squash, ski touring, scuba diving, aerobics, archery, cycling, conditioning and platform tennis.

Intramural and Club Sports

Intramural sports play a large role in campus recreation with a varied program of activities to meet the competitive and recreational needs of all students. Competition in the Intramural Sports Program is organized in the form of leagues, tournaments and special meets or events. Most of the intramural programs are co-ed. Intramural games are scheduled in basketball, track, golf, soccer, lacrosse, tennis, relays, badminton, touch football, volleyball, hockey, softball and swimming. A club sports program includes squash, frisbee, martial arts, cycling, polo, riding, scuba, fencing and separate men's and women's rugby and volleyball teams.

Individual

Individual sports and recreation opportunities include a swim in the indoor pool, skating on the artificial ice rink, downhill and cross country skiing, golf on the College's 18-hole course, a bicycle ride in the country or an overnight hike on the Long Trail. Middlebury's rural setting offers unlimited opportunities in mountaineering, hiking and canoeing—all promoted with enthusiasm by the Mountain Club which provides training and equipment to the adventurous.

Students in Service to the Community

Students who come to Middlebury from both large cities and small towns will be impressed with the strong and growing network of social services in the area. Situated in a rural state with low population density and surrounded by farmland, Middlebury, as the county seat of Addison County, houses many of the social service agencies in the region. The proximity of these agencies to the College campus offers students a unique opportunity to participate in the life of the town and surrounding community. Each year over 200 students volunteer in one of the several programs with which the College is affiliated.

One of the oldest programs involving student volunteers is the Community Friends program. Community Friends provides College students with a 1:1 match with someone in need. The students may choose their "friend" from the following four groups: children between the ages of 6–12 (similar to the Big Brother/Big Sister Program now enjoying nationwide success); people who are elderly; people with mental retardation; or people with mental illness. The students meet with their "friend" for a few hours each week and participate in special social activities scheduled throughout the year. Through all these matches students fulfill a critical need while at the same time expanding their own social networks.

Porter Medical Center is within walking distance and provides volunteer opportunities not only for those students who plan to go on to medical school but also for students interested in accounting, social work, plant management and many other areas.

The Volunteer Income Tax Assistance program (VITA) uses students to assist community residents who could not otherwise afford assistance with their income tax forms. Interested students commit two hours a week and attend a series of training sessions led by an I.R.S. representative. VITA volunteers not only provide a beneficial service, but in so doing, also gain valuable practical experience in a potential career field.

There are many other ways in which students serve the community. Stu-

dents volunteer at the various day care centers in town, provide tours at the local Sheldon Museum, serve as readers to the blind, join the Court Diversion Board and much more.

Community service programs at Middlebury are a two-way street: while offering students an opportunity to complement their academic, career, or social interests, the programs also allow the students to fulfill a valuable and much needed role in the community.

Requirements, Facts and Facilities

Graduation Requirements

1. A student must successfully complete 36 courses. Only six courses with D grades may count toward graduation.
2. Enrolled students must take a winter term course.
3. Students may not elect more than 16 fall or spring term, or more than two winter term courses in their major department.
4. All freshmen must take a freshman seminar in their first semester at Middlebury.
5. All students must elect a course in the writing program during their second or third semester at Middlebury.
6. Each student must complete a distribution requirement consisting of a minimum of two courses in each of the four areas: Humanities, Natural Sciences, Social Sciences, and Foreign Languages/Area Studies.
7. In addition to a departmental major (or its equivalent) students must elect a concentration in their upperclass years. A concentration is a structured program of 4 or more courses.
8. A Physical Education Program based on the options and opportunities indicated in the departmental section of this catalog is also required.

Motor Vehicles

All students are permitted to have or to operate a motor vehicle.

Residence Halls

Middlebury is a residential college and students are expected to live in College residence halls. Students must receive special permission from the Dean of Students to reside off-campus.

Reservations are made by upperclassmen during the spring for the following year, and all rooms are assigned subject to residence halls regulations. Occupants are liable for any damage to the residence halls and their furnishings. A student may be required to withdraw from College or be subject to lesser disciplinary penalties for failure to respect residence halls regulations. The College does not accept responsibility for loss of money or other personal property or damage thereto. The Dean of Students reserves the right to remove from a student's room any item which constitutes a safety or health hazard or seriously interferes with the maintenance of the building.

Rooms are ready for occupancy in September on the day preceding the first college exercises and, except for seniors, are vacated on the day following the student's last final examination. Residences are closed during the Christmas vacation and students may not have access to rooms during that period.

Residence Halls are furnished with single or double-deck beds, mattresses, desks, dressers and chairs. Bedding, pillows and other accessories are furnished by the occupants. The comprehensive fee includes heat, electricity and custodial service. Students provide their own laundry service.

Student Counselors in each section of the freshman halls work closely with the Deans and the freshman advisers.

Students are expected to take their meals in the College Dining Halls unless excused by the Dean of Students.

Health Services

The College offers students basic primary health care in and through the George Parton Health Center, the Center for Counseling and Human Relations and the Sports Medicine Center. The Health Center is a nurse oriented clinic. It is staffed twenty-four hours a day by trained, experienced nurses who examine and treat most common health problems as well as provide health education and referral. The Health Center nursing staff is supervised by a Medical Director/physician, who is available to see students by appointment. In addition there are limited inpatient facilities available at the Health Center. If a student needs to see a physician at a time other than the College physician's scheduled hours, he or she may be seen at the Porter Medical Center Emergency Room, which is located nearby and is staffed twenty-four hours a day by a physician. Emergencies are handled by Porter Medical Center. Extensive medical facilities are available at the Medical Center Hospital of Vermont in Burlington.

The Counseling and Human Relations Center is staffed by three full-time psychological counselors, and a part-time psychiatric consultant. In addition to short-term therapy, diagnosis and referral, the Center offers a variety of outreach programs on campus dealing with drugs, alcohol abuse, interpersonal relations and other issues related to campus life. The staff of the Center also provides peer counseling training for the Junior

Counselors in all freshman residence halls. The Sports Medicine Center, which is located in the Memorial Field House, is supervised by a physician and includes two athletic trainers and a physical therapist.

Advising

Each freshman has as a faculty adviser the instructor of the freshman seminar in which the entering student chooses to enroll. Because the adviser is also the instructor of one of the student's first-semester courses, frequent opportunities are available for consultation between students and advisers. This adviser will work with freshmen on selecting their courses for the first three semesters. After declaring a major, students work with a faculty adviser in the department in which they have chosen to major. In addition, there are many other offices on campus to which students may turn for counseling and advising, including the Dean of Students, College Chaplain, Health Services, Counseling and Human Relations Center, and Student Activities Office.

Religious Services

Middlebury College welcomes students of all religious faiths, and it views the religious diversity of its student body as a strength. Historically the College has had close connections with the Protestant Christian tradition, and it offers in Mead Memorial Chapel a program of regular services, non-denominational and interfaith in spirit but Christian in emphasis. The outstanding Middlebury College Choir presents a broad repertory of sacred music in the course of the year at the Chapel services. The Interfaith Council, composed of representatives from each of the active religious groups on campus, sponsors lectures, discussion groups, and other special events during the year. The Newman Club is the Roman Catholic organization on campus. A Roman Catholic Church is situated immediately adjacent to the campus. The Hillel Foundation maintains an active program for Jewish students. It also sponsors weekly Shabat services for the Middlebury Jewish community. The Christian Fellowship is an active group for evangelical Christians which sponsors weekly Bible study and prayer groups. Other groups including Christian Science, Lutheran, Quaker and Buddhist groups are active on campus. Various Protestant denominations are represented in the town of Middlebury.

Career Counseling & Placement

The Office of Career Counseling and Placement, located in Adirondack House, offers a wide range of services to all students. The office is a central source of information on career planning, graduate studies and employment opportunities. Counselors are available for personal counseling,

assistance with clarification of goals, exploration of career options, development of effective resumes and letters, discussion of interviewing techniques, and assistance with graduate and professional school applications. During the academic year CC&P staff members, representatives from various organizations, and alumni offer special workshops, seminars and presentations relating to different career interests. Information is also available on various off-campus programs, including winter term externships for students with Middlebury alumni. The office arranges campus interviews with representatives from graduate schools, corporations and other employing organizations who have interest in candidates from Middlebury. The Career Resource Area contains a variety of materials on careers and jobs such as directories, annual reports, brochures and listings of permanent and summer opportunities as well as graduate and professional school information.

A Credentials Service is also offered to students and alumni of the undergraduate program, students enrolled in a degree program and degree recipients of the Language Schools, Bread Loaf School of English, and in the Sciences. A credentials file is a compilation of material supporting a candidate's application for admission to graduate or professional schools and employment.

Admissions Data

Admissions Requirements

Middlebury receives many more applications from qualified students than can be accepted. Thus, admission to Middlebury must be selective and is based upon academic ability and achievement, community citizenship and leadership, character and personality.

The program and record of each applicant will be assessed individually. A recommended secondary school program would include four years of English; four years of one foreign language (in preference to two years of each of two languages); four years of mathematics and/or computer science; two or more laboratory sciences; two or more years of history; and some study of music, art or drama. However, many candidates whose programs of study differ from that outlined above are admitted each year; the quality of an applicant's secondary school achievement, especially in the two final years, is the factor of primary importance.

All applicants must take standardized tests, and have the scores submitted to the College. To present their greatest strengths, applicants should submit any *one* of the following:

1. the SAT and three Achievement Tests, including one in English Composition;
2. five Achievement tests in different areas of study, including one in English Composition;
3. the ACT (American College Test) academic tests.

Standardized tests must be completed by January 31 of the senior year. The majority of students admitted to Middlebury present outstanding academic records: 65 percent of the Class of 1991 graduated in the top 10 percent of their secondary-school class, 85 percent in the top 20 percent. Applications are welcomed from students whose rank and test scores are not in this range if they are judged to have a particular contribution to make to the student body.

Health Information

Before matriculation all new students must submit completed Health Forms and Entrance Physical Examination Forms signed by the student and by the parent or guardian if the student is not yet 18 years old. The Admissions Office will mail these forms to students after their acceptance to the College. They are to be returned directly to the Parton Health Center at Middlebury College by July 31.

Advanced Placement

The normal procedure for a student wishing to receive college credit for work done while in secondary school is through the Advanced Placement Program sponsored by the College Entrance Examination Board. Advanced Placement scores of 4 or 5 will usually be awarded credit, and many departments award credit for 3s. College level courses taken as part of a secondary school program are not normally acceptable for transfer. However, a student taking college level courses that are not connected to the secondary school program may apply for transfer credit.

Annual Expenses for Students

Middlebury College has adopted a comprehensive fee of $17,000 which includes all charges, except sickness insurance and the $80 student activity fee. In addition to the fixed expenses included in the comprehensive fee, students must, of course, be prepared to meet the cost of their books and supplies, clothing and incidental expenses which come to an average of about $1370. Travel costs are *not* included in this figure *(see page 242).*

Financial Aid

Through a program of grants, loans and jobs the College seeks to provide financial assistance to all students who would otherwise be unable to attend Middlebury. In recent years the College has been able to meet the full demonstrated need of all students requiring financial assistance. Each year the College makes financial aid awards in light of the provisions outlined on page 243 of this catalog and in the booklet, "Financing Your Middlebury College Education." An applicant must file the College Scholarship Service Financial Aid Form (FAF), Side I and Side II, and dependent students must submit a copy of the parents' complete tax return including W-2s and business returns. A copy of the student's tax return is also required. Our booklet, published each year, presents detailed statistics on students receiving aid at Middlebury as well as the specifics of program regulations and application procedures.

Grants

Grants are awarded on the basis of demonstrated need. Grants are derived from College funds, the federal Pell Grant program or the Supplemental Educational Opportunity Grant (SEOG) program. Students must apply annually for grant aid but need not undertake a special application procedure to be considered for specific College grants or scholarships. The College will designate scholarship recipients on the basis of a student's eligibility for a particular fund. In addition to applying for a Pell Grant, students from the states of Alaska, Connecticut, Maine, Maryland, Massachusetts, New Hampshire, Pennsylvania, Rhode Island, Vermont and the District of Columbia must apply to their state agencies to determine their eligibility for state grant assistance. Applications are usually available through high school guidance offices; students attending a school in another state should contact their State Higher Education Assistance Agency for the appropriate forms.

Loans

Loans are available to eligible students from the following sources: 1) the federal Carl D. Perkins Loan Program; 2) the various State Guaranteed Student Loan Programs (GSL); 3) the parent loan programs of many states (PLUS); 4) the privately sponsored United Student Aid Funds (USAF); 5) a limited amount from the College's own loan funds. Basic information on the eligibility criteria is published in the Financial Aid booklet; further questions should be directed to the Office of Financial Aid.

Early Decision Plan

Candidates who have Middlebury as their first choice of college may ask for an Early Decision on their applications. Early Decision applications must reach Middlebury by November 15. All other forms and credentials (i.e., transcripts, school reports and recommendations) must be received by the November 15 application deadline. Results of the November standardized tests will be acceptable for Early Decision candidates. Further information may be obtained from the Dean of Admissions.

Spring Term Enrollment

Approximately ninety students are offered spring term admission to fill vacancies created by midyear graduation and programs abroad. Midyear admission is of special benefit to well qualified applicants for whom there are no spaces available in the fall term. These "February Freshmen" are selected from the regular applicant pool and are notified in April. Orientation, meetings with faculty advisors and registration are scheduled for the first week in February.

Transfer Students

A limited number of students can be accepted into the sophomore and junior classes. Students wishing to transfer to Middlebury should write the Dean of Admissions for detailed information and application forms. Transfer students are eligible to apply for financial aid under the same procedures as freshmen, with the following conditions:

- They must provide the Office of Financial Aid with a financial aid transcript for each college or university previously attended.
- They will be awarded aid to the extent of available funds only after initial determinations have been made for the freshman class.

Student Employment

Middlebury College students may avail themselves of numerous job opportunities, both on- and off-campus. The College maintains an open job market enabling all students equal opportunity to pursue employment, regardless of whether or not they are financial aid recipients. Each year over 60% of the student body finds employment. Jobs vary greatly in their qualifications, responsibilities and the time commitment required. Different wage scales are applied according to the type of work performed. The College Student Employment Coordinator provides information about campus employment policies and current job openings to all interested students.

Procedure for Admissions

Candidates applying for regular admission must submit their applications by January 15 and transfer applications must be submitted by March 1. All applications must be accompanied by an application fee of $40. This fee is not refundable and will not be applied to term bills.

Visits to Middlebury

A campus visit providing a chance to meet members of the Middlebury staff is always desirable. Applicants are encouraged to visit for this purpose between the end of their junior year and January 31 of their senior year in high school. An appointment with an admissions officer may be arranged by writing or telephoning the Admissions Office as early as possible in advance of the intended visit. During the months of February, March, April and May, the admissions staff is engaged in reviewing completed applications and time required for this process precludes the scheduling of appointments for individual or group informational meetings. However, guided tours of the campus may be arranged during this period.

For an appointment or additional information, write:
Dean of Admissions
The Emma Willard House
Middlebury College
Middlebury, Vermont 05753
Telephone: (802) 388-3711 Ext. 5153

Alumni Admissions Program

The College established the Alumni Admissions Program to coordinate the interest of alumni with the continuing efforts of the Admissions Office staff to attract outstanding students. Alumni admissions representatives are available throughout most of the United States to meet prospective candidates and to acquaint them with what the College offers. Some areas are served by active committees and others are served by independent alumni representatives. Students interested in Middlebury College may arrange to talk with alumni representatives by contacting the Admissions Office at Middlebury, or one of the Alumni Admissions Area Chairpersons listed on the following page.

National Co-Chairpeople:

Ann E. Crumb '71
Oak Ridge Dr.
Haddam, CT 06438

Michael Sevareid '66
15419 Greenleaf
Sherman Oaks, CA 91403

Joseph F. Ferguson Jr. '61
2405 Irvin Str. NE
Washington DC 20018

Alumni Admissions Chairpeople

AZ Phoenix
Mrs. Peter S. Firestone
6035 N. Casa Blanca Rd.,
Scottsdale, AZ 85253

CA Los Angeles
Mr. Paul Vaughn
15902 Gault St.
Van Nuys, CA 91406

San Diego
Mr. Scott Slater Markus
4939 Pacifica Dr.,
San Diego, CA 92109

San Francisco
Mrs. Selden B. Spangler, Jr.
275 Valley St.,
Los Altos, CA 94022

CO Denver
Mr. Henry S. Romaine Jr.
3333 E. Bayaud Ave. #916
Denver, CO 80209

CT Fairfield County
Mr. Conrad L. Ambrette
29 Poplar St.
Norwalk, CT 06855

Hartford
Mr. Peter E. Steinle
21 Rockwell Pl.,
West Hartford, CT 06107

D.C./MD

Baltimore
Mrs. Susan D. Wagley
27 Ruxview Ct., #302
Ruxton, MD 21204

Wash DC/MD and No. Virginia
Mrs. Charles A. Wiebe
4925 N 27 St.
Arlington, VA 22207

FL Miami
Dr. Phillip A. Caruso
3050 NE 45th St.,
Fort Lauderdale, FL 33308

Tampa
Mrs. Jean W. Skoien
903 Seddon Cove Way
Tampa, FL 33602

GA Atlanta
Ms. Anne Marie T. Miller
698 Scott Circle
Decatur, GA 30033

KS Kansas City
Mr. Edward Schaefer
405 W. 70th St.
Kansas City, MO 64112

LA New Orleans
Mr. Paul M. Batiza
1323 Nashville Upper
New Orleans, LA 70115

MA Boston
Mrs. Nina K. Anton
1 Derby Lane
Tyngsboro, MA 01879
Mrs. Granthia L. Preston
123 Hampshire Rd.
Wellesley, MA 02181
Mr. & Mrs. Jane & Voery
Strekalovsky
47 Fearing Rd.
Hingham, MA 02043
Abigail and Nathaniel Howe
47 Harvard St.
Dedham, MA 02026

Western MA
Mr. Rufus P. Cushman III
42 Blokland Dr.,
Longmeadow, MA 01106

Worcester
Ms. Robin Howe Townsend
St. Mark's School,
Southborough, MA 01772

ME

Mr. & Mrs. Davis Van Winkle
Luther Gulick Camps
South Casco, ME 04077

MI

Mrs. Ann M. Burroughs
322 W. Madison St.
Ann Arbor, MI 48103

MN Minn/St. Paul
Ms. Susan N. Masko
18520 County Rd. Six
Plymouth, MN 55447

MO St. Louis
Mr. & Mrs. Margaret & Jeff Fisher
26 Southcote Rd.
St. Louis, MO 63144

NH
Mrs. Terence Flahive
87 Hitching Post Ln.
Bedford, NH 03102

NJ Northern NJ
Mr. & Mrs. Peter Zecher
224 Glenwood Rd.,
Ridgewood, NJ 07450

Princeton
Mr. & Mrs. J. Allen Fitzpatrick
P.O. Box 6254,
Lawrenceville, NJ 08648

Rumson-Redbank
Mrs. Richard B. Cook
49 Fair Haven Rd.,
Fair Haven, NJ 07701

NY Albany
Mr. & Mrs. Thomas E. Sheldon
25 Stony Brook Dr.,
RD #2, Box 237-I,
Rexford, NY 12148

Buffalo
Mr. Charles R. Rice
85 Middlesex Rd.,
Buffalo, NY 14216

New York City
Ms. Mary-Elizabeth Farley
27 Horseshoe Rd.,
Mount Kisco, NY 10549

Rochester
Mr. & Mrs. James Ryan, Jr.
23 Shelwood Dr.
Rochester, NY 14618

Utica
Mr. George M. Kuckel
Peck Rd.
Deansboro, NY 13328

Westchester
Mr. David P. Bridges
293 Benedict Ave.
Tarrytown, NY 10591

OH Cleveland
Mrs. Claudia S. Fulton
3269 Grenway Rd.
Shaker Heights, OH 44122
Mrs. Sarah B. Terrell
32 Woodside Rd.
Chagrin Falls, OH 44022

PA Pittsburgh
Mr. and Mrs. Maura & Joseph Weiss
765 College Ave., Apt. 206
Pittsburgh, PA 15232

RI Providence
Mrs. Charles H. Bodine
c/o St. George's School,
Newport, RI 02840

TX Austin
Mrs. Jose M. Roesset
11909 Arch Hill Drive
Austin, TX 78750

Dallas
Ms. Madoka Etoh
P.O. Box 3012
Dallas, TX 75221

Houston
Mr. O. Samuel Morton
12411 Perthshire,
Houston, TX 77024

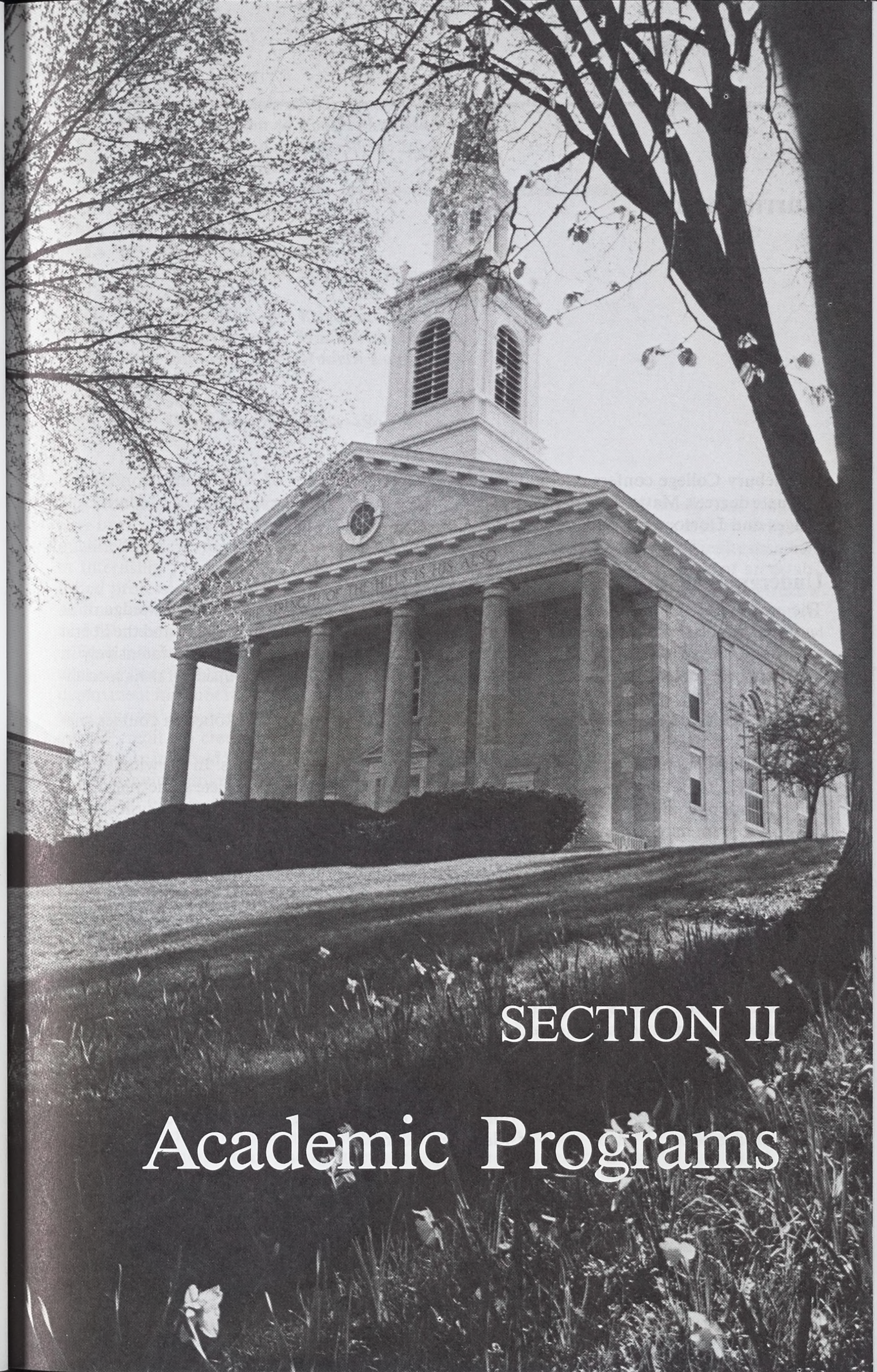
WA Seattle
Mr. Craig Stewart
923 Cedar St.
Edmonds, WA 98020

CANADA

Montreal
Mr. W. Kyle Prescott
Chateau Bonavista, Apt. 916,
4555 Bonavista Ave.,
Montreal, PQ, H3W 2C7, Canada

UNITED KINGDOM

London
Mr. Richard B. Taylor
69 Corringham Rd.
London NW 11 UK



SECTION II

Academic Programs

Curriculum

Middlebury College confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees, Master of Arts, Master of Letters, Master of Science, Master of Modern Languages and Doctor of Modern Languages.

Undergraduate Work

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of at least one subject, and to correlate it with a broad understanding of the liberal arts and the liberal sciences. To achieve the scholarship which this objective implies, students work intensively in one or more departments and complete requirements and electives in fields outside of their specialization.

The extent of a student's academic work at Middlebury College is reckoned in courses successfully completed.

The normal program of study is four courses in the fall and spring terms. In the winter term, students select one course for concentrated study. Each student must complete a one-year Physical Education requirement unless excused by the Administration Committee. The Physical Education Program may be completed without charge, although there are fees for certain optional courses (presently for lessons in karate, scuba, riding, skiing, and cross-country skiing). Only seniors or students who have demonstrated superior ability in their academic work are permitted to take more than four courses in a term. Independent study in the senior year may count for as many as three course units as a department determines. The course units may be distributed between fall, winter and spring terms.

Entering freshmen select their first term program in consultation with their advisers. Final registration for courses occurs after students have been able to attend briefing sessions on the various departmental offerings and to take appropriate placement tests. The College Board's Advanced Placement tests may qualify a student either for credit or for advanced standing in a course sequence or both. Determination of credit and/or standing is the prerogative of the academic department. In general, scores of 4 or 5 carry credit as well as standing. Students who qualify on both examinations in English (English literature and English language) will be awarded credits for one examination only. All students must register for the College Writing Program regardless of prior work or Placement scores.

Quantitative Literacy

All Middlebury students are encouraged to take at least one, and preferably two or more, courses in a quantitative area. A partial list of quantitative courses follows. The descriptions of these courses will be found among the departmental listings. Foundations courses are identified with an *(asterisk).

***CH**	**103**	**Fundamentals of Chemistry I**
EC	**150**	**Introduction to Economics: Macro**
EC	**155**	**Introduction to Economics: Micro**
EC	**210**	**Economic Statistics**
EC	**211**	**Economic Statistics: Introduction to Regression Analysis**
***GL**	**170**	**Global Tectonics**
***MA**	**103**	**Introduction to Computers**
[*MA	**105**	**Finite Mathematics]**
[*MA	**106**	**Introduction to Statistical Science]**
MA	**112**	**Calculus I**
MU	**250**	**Music Through Electroacoustics**
MU	**350**	**Electroacoustic Music Composition**
***PA**	**180**	**Introduction to Modern Logic**
PH	**109**	**Mechanics**
PY	**201**	**Statistical Analysis**
SA	**301**	**The Research Process – Sociology**

Winter Term

During the month of January, students elect a single intensive program of study. This program may involve independent projects or a course organized by a member of the faculty. Properly qualified students may participate in Independent Study under the direction of a faculty member, in Internship Programs involving significant exposure to the fundamental work of an established profession, or in Student-Led Groups, which permit qualified students to construct a seminar on a topic approved and supervised by a member of the faculty. With the exception of freshmen, students may pursue independent projects off campus during winter term.

Each fall the Curriculum Committee of the faculty publishes a Winter Term Catalog. A student may not take his/her freshman and sophomore courses within the same department. A department may not require more than two winter courses as part of its major program. Winter term courses are normally graded on an A to F basis. Internships and Student-Led courses are graded credit/no credit. Independent Projects are graded honors/pass/fail.

Students involved in introductory foreign language courses may be required to participate in a continuing program during the winter term. Seasonal options and opportunities in Physical Education continue through the winter term.

Honor Code

Before enrolling at Middlebury College each student must agree to abide by and uphold the Honor System. This agreement is a condition of matriculation. Under the Honor System all quizzes, pre-announced tests and final examinations are unproctored and at the conclusion of the examination the student writes and signs on the examination booklet the following statement: "I have neither given nor received unauthorized aid on this examination."

All violations of the Honor Code come under the jurisdiction of the Judicial Council which is totally student managed. Anyone who observes an infraction should report the offense to the Judicial Council. Any infraction of the Honor System is punishable by dismissal from College.

Scholarship

When students enter Middlebury College, they become members of an academic community that makes its demands and measures its achievements not so much in terms of time as in terms of the task accomplished. Though they are required to register for a certain number of units each term, their commitment to their education will undoubtedly involve many more hours a week in reading, in laboratory work and in preparation for classes than they will spend attending classes.

Grades are recorded A, B, C, D and F. Plus and minus designations are used only with A, B and C. D is a probationary grade which while it records a minimal pass is regarded as unsatisfactory performance. F is a failure.

Ranking System

(A+ and A 4.0, A− 3.7, B+ 3.3, B 3.0, B− 2.7, C+ 2.3, C 2.0, C− 1.7, D 1.0, F 0)

College Scholar:	Grade point average of 3.5 with no grade lower than B for students taking four or more courses
Dean's List:	Grade point average of 3.1 with no grade lower than B for students taking four or more courses
Probation:	2 Ds 1 D and 1 F D or F in winter term For students completing term with 3 units of credit: 1 D or 1 F
Failure:	3 Ds 2 Fs 1 F and 2 Ds 2 Ds or 1 F while on probation D or F in winter term while on probation 3 times on probation For students completing term with 3 units of credit: 1 F and 1 D or 2 Ds or a second term in succession of probationary standing. First-term freshmen who have two Fs and two Cs or better or three Ds and one C or better at the end of their first term will be continued in college on academic probation. Two Ds and 1 F constitute failure. For those taking 3 courses, 3 Ds or 2 Fs constitute failure.

Academic Honors

The College recognizes superior academic achievement in the following ways:

Phi Beta Kappa. The Middlebury Chapter of Phi Beta Kappa Society is the Beta of Vermont, established in 1868. Students are elected to Phi Beta Kappa by the faculty members of the chapter on the basis of outstanding academic achievement in all fields of their endeavor. Special consideration is given to the attainment of Honors or High Honors in the major department. Students are eligible for election in the beginning of their senior year on the basis of three years' work at Middlebury, or at the end of their senior year on the basis of four years' work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years at Middlebury.

Departmental Honors Program. Students may be eligible for departmental honors upon graduation if they meet certain standards established by the College and the individual department. Honors work usually requires a special project such as a thesis.

These Honors are printed on the Commencement program, and will be certified to, when requested, by a written certificate from the Director of Undergraduate Records and the chair of the department, stating the nature and quality of the work done.

Commencement Honors. Commencement honors are awarded for high scholastic rank. Graduation honors are *summa cum laude, magna cum laude* and *cum laude.*

Honorary Appointments. The faculty makes honorary Commencement appointments: to the senior attaining highest rank, the appointment of Valedictorian; to the second in rank, the appointment of Salutatorian.

Transfer students are not eligible for these appointments.

Prizes, Scholarships, Fellowships. A number of awards providing honorary or financial recognition of academic achievement have been established. Some of these awards are granted during the student's undergraduate career. Others provide assistance for graduate work. A complete listing of Scholarships, Prizes and Awards is found on following pages.

Course Offerings

MAJOR PROGRAM, CONCENTRATIONS, FOUNDATIONS COURSES AND DISTRIBUTION REQUIREMENTS

To obtain a Middlebury College undergraduate degree each student in the classes entering before the fall of 1988 must complete a major, a concentration and a foundations course in each of three divisions. Each student in classes entering in the fall of 1988 and beyond must complete a major, a concentration and a distribution requirement of at least two courses in each of four areas.

MAJOR

Students must choose a major no later than the end of the first semester of the sophomore year. Some highly structured programs, particularly those involving study in the foreign languages or the natural sciences, require a declaration of major by the end of the freshman year.

In registering for the major program the student normally consults the chairman of his or her chosen department. The chairman appoints a departmental adviser who recommends a pattern of courses for the student's subsequent years.

In addition to specific courses required for a major, cognate courses may be recommended to further the student's particular academic interests or intentions. Departments offer different programs of Senior Work adjusted both to the nature of the field and to the student's needs. A department may offer as many as three units of Senior Work outside the regular course pattern. This Senior Work may consist of Independent Study (a 700 course) and/or General Examination (a 705 course), Senior Seminar (a 704 course) or Senior Course (a 710 course). Students should consult the descriptions of the Senior Work under each department for details. The Senior Work courses may be distributed over fall, winter, and spring terms. Where a joint major involving two or more departments is desirable a single General Examination may be required. Details should be worked out with department chairmen involved.

Should students not be satisfied with their first choice of major they may, before the beginning of the third year, change to another major. Prior to the change, however, they should obtain assurance from the department to which the change is contemplated that they will be able to meet its major requirements. To complete a change in major, a "Major/Advisor Change Form" must be obtained at the Dean of Students' Office, completed, and returned to that office. After the beginning of the third year students may change majors only for exceptional reasons and with the consent of the Dean of Students.

Specific course requirements for each major are listed under the department involved. A minimum of 10 courses must be completed in the major. The official majors offered at Middlebury College are:

American Civilization
American Literature
Art
Biology
Biology-Chemistry (Joint Major)
Chemistry and Biochemistry
Chinese
Classical Studies
Classics
Computer Science
East Asian Studies
Economics
English
Environmental Studies
French
Geography
Geology
German
History
Independent Scholar
International Major
International Politics and Economics
Italian
Literary Studies

Mathematics
Music
Northern Studies
Philosophy
Physics
Political Science
Psychology
Religion
Russian
Russian and Soviet Area Studies
Sociology-Anthropology
Spanish
Theatre, Dance and Film/Video

Joint Major: The Biology-Chemistry major (listed above) is a joint major. Other joint majors are programs that combine portions of two of the disciplines in the above list, arranged on an individual basis with the cooperation and approval of the departments concerned. These joint majors are official only after the required program is approved by an adviser from each department, and is on file in writing with the Dean of Students detailing how the minimum combined total of 14 fall and spring courses will be met. A senior program must combine both majors and be agreed upon by the departments involved.

Double Major: A program in which the student fulfills the complete major requirements of two departments. An adviser from each department is required.

International Major: The International major consists of a major in a non-language and non-literature discipline, and includes a specified number of advanced courses in that discipline taken at one of the Middlebury College Schools Abroad or an approved equivalent. It satisfies the major-and-concentration requirement.

Independent Scholar: Outstanding students with clear educational goals that cannot be fulfilled within the framework of normal departmental requirements, may plan their own curricular programs with the assistance of a faculty adviser. They submit their programs to the Independent Scholar Committee for review and approval.

SPECIAL PROGRAMS

Premedical, Predental and Preveterinary Programs. No specific major is required of students wishing to prepare for medical professions, but generally medical, dental, and veterinary schools require at least two terms of biology, with labs; four terms of chemistry (including two terms of organic chemistry), with labs; two terms of physics, with labs; usually two terms of calculus; and two terms of English. Interested students should begin as freshmen to take biology, chemistry and mathematics consistent with their backgrounds and abilities. All requirements must be completed by the end of the junior year, so students are best prepared to take the Medical College Admissions Test. Interested students should be in touch with Professor Thomas Root in the Science Center soon after their arrival at Middlebury.

Early Assurance Premedical Program. Working in cooperation with a small group of medical schools (e.g., Dartmouth, Rochester, Tufts and the Medical College of Pennsylvania), Middlebury is able to offer to a very limited number of exceptionally well qualified students the opportunity for acceptance by a medical school at the end of his or her sophomore year. Candidates for Early Assurance should be absolutely sure that they want to pursue a career in medicine, should be sure of the medical school they wish to attend, and must demonstrate clearly how such a program will benefit them in a significant way. They should be active and productive in extra-academic endeavors, and their academic performance should be outstanding. Those who are selected as Early Assurance candidates will complete their Middlebury B.A. in normal course prior to entering medical school, and, of course, will be expected to maintain high academic standards throughout their Middlebury tenure. For details, contact Professor Root in the Science Center as early as possible.

Other Preprofessional Programs. Students may engage in other four-year preprofessional programs that prepare them for studies in law, business-management, engineering, nursing, forestry/environmental studies, architecture and other disciplines. These students should register as early as possible, and should periodically check their programs with special advisers in the following fields: Law: Professor Murray Dry; Business-Management: Professor David Colander; Architecture: Professor Glenn Andres; Engineering: Professor Robert Prigo; Nursing: Professor Thomas Root; Forestry: Professor Steven Trombulak.

Dual Degree Programs. There are two ways to combine three years of study at Middlebury with further study at a professional school and qualify for both the Middlebury degree and the professional degree. These programs are possible with schools of medicine, dentistry, veterinary medicine, law, business-management, engineering, forestry/environmental studies and nursing. With advanced degree-professional programs (eg. medicine, dentistry, veterinary medicine, law, business-management), if the student meets specific requirements at Middlebury, he or she is eligible for the Middlebury B.A. upon successful completion of the first year of study at the professional school. In programs in which the candidate earns a Bachelor's level degree in the professional discipline (eg. engineering, nursing) the student is eligible for the Middlebury B.A. when the professional school degree has been granted. In any case, the recommendation of the Preprofessional Committee to grant the Middlebury B.A. must be approved by the Administration Committee, the Faculty, and the Trustees before the degree is granted. The two types of programs are outlined below, and those interested should register with the appropriate faculty member (see above), and should consult with him concerning details of the plans.

1. Formal Plans: Formal agreements for dual degree combined plans are in effect with a limited number of schools of business-management, engineering, forestry/environmental studies and nursing. Candidates for these programs must complete three years of undergraduate study at Middlebury, and must be screened early in the junior year by the Preprofessional Committee of Middlebury College. In the case of engineering and nursing, endorsement by this committee leads to automatic admission of the candidate to the professional school. Schools of business-management and forestry/environmental studies normally serve as their own admitting agents, but require the recommendation of the Preprofessional Committee.
2. Student Initiated Plans: It is possible for a well qualified student to make arrangements to transfer after his or her third year at Middlebury to a certified school of law, medicine, dentistry, veterinary medicine, engineering, forestry/environmental studies, nursing or school of business-management and become eligible for the Middlebury B.A. In these programs it is the responsibility of the candidate to make all of the necessary arrangements for transfer, and he or she must gain acceptance by the professional school. The Preprofessional Committee will screen all such candidates and shall be responsible for verifying whether or not the professional program is fully accredited, and for determining whether or not all Middlebury requirements have been met. On the basis of this appraisal the committee will recommend or not recommend the candidate for admission to the professional school and for the Middlebury degree. Recommendation by the committee does *not* guarantee admission to the professional school.

Early Entry Program for M.B.A. Middlebury offers juniors an Early Entry Program that provides an early start on the University of Chicago Graduate School of Business M.B.A. and a business career. This program gives *two* talented juniors from each of a small group of select colleges and universities the opportunity to officially enter the University of Chicago Graduate School of Business and begin study toward the M.B.A. degree during the summer between the junior and senior years. In addition to completing a full academic quarter of business study, participants will learn about a wide range of career options available to M.B.A.'s through a series of lectures and seminars given by business leaders and career planning experts. Full tuition scholarships will be provided for this summer session. Following the summer experience students will return to Middlebury to complete the undergraduate degree, and may then re-enter the Graduate School of Business on either a full- or part-time basis at any time within three years of graduation to complete the M.B.A. degree. Consult Professor Colander in Munroe Hall for details.

Exchange Programs. Middlebury maintains exchange programs with several colleges including Berea College and St. Mary's College during winter term and Swarthmore College during spring term.

American Collegiate Consortium for East-West Cultural and Academic Exchange. An opportunity for a limited number of juniors to study at a Soviet University for the entire academic year. Because of the special opportunities afforded by this program, interested students should begin Russian language study in their freshman year to be eligible. Participants will be required to demonstrate Russian language proficiency at the advanced level (third year or higher) before admission to the program. Selected students will be expected to take one-half of their academic program in their major with the remaining courses taken outside of their major field of study. Interested students should be in touch with Professor of Russian Thomas Beyer.

Junior Year Abroad. Many opportunities are available for study abroad during the junior year. Interested students should discuss their plans early with their faculty advisers and Dean Lindholm.

Lincoln and Worcester Colleges, Oxford. Juniors majoring in English, history or in a social science and wishing to study English, history or philosophy, politics and economics may be accepted for a one-year program of study at Lincoln or Worcester Colleges, Oxford. Interested students should be in touch with Dr. Wilders. Financial aid is available for this program.

Washington Semester Program. Selected students each year spend one term in the national Washington Semester Program administered by American University. Interested students should contact Professor Paul Nelson, Political Science Department. Financial aid is available for this program.

Williams College-Mystic Seaport Program in American Maritime Studies. As many as six Middlebury students a year may spend a semester studying man's relationship to the sea at the nation's leading maritime museum. Interested students should be in touch with the Dean of Students' Office. Financial aid is available for this program.

FOUNDATIONS COURSES

Each student in the classes entering before 1988 must pass at least one foundations course in each of three divisions before the end of his or her sophomore year. (Students may take more courses which are designated as foundations courses.) A list of foundations courses arranged by division follows. The descriptions of these courses will be found among the departmental listings where foundations courses are identified with an *(asterisk). Bracketed courses will not be offered in 1988-89. Students entering in September 1988 and beyond must instead meet the College's distribution requirement. (*See below.*)

Foreign Languages Division

[CL 121 The Classical Tradition of the Liberal Arts and Sciences]
CL 131 History of Classical Greece. Fall.
CL 132 History of Rome. Spring.
CL 150 The Ancient Epic. Fall.
CL 152 Greek Tragedy. Spring.
CL 175 Greek Philosophy. Fall.
CS 133 Masterworks of Chinese Literature and Civilization. Spring.
[FL 201 Introduction to Linguistics]
[FL 206 Thinking Linguistics]
[FR 115 Realism. French Fiction From Stendhal to Proust]
FR 120 Women Writers in France. Spring.
IT 290 Dante: (in English). Spring.
RU 151 Russian Literature's Golden Age: 1830–1880. Fall.
RU 152 Russian Modernism: 1880–Present. Spring.
[SP 130 Latin American Literature: Chronicles of Change]
[SP 231 Captains, Kings and Caudillos (in English)]

Humanities Division

AR 101 An Introduction to Art and Art History. Fall.
[EL 110 Continental Fiction]
[EL 112 Mythologies Timeless and Timely, Traditional and Contemporary]
EL/AL 113 Visions of Nature. Spring.
[EL 114 Reading Women's Writings]
MU 101 Introduction to Musical Styles. Fall.
[MU 105 Perspectives of Music]
[MU 109 Rudiments of Music]

PA 150 Introduction to Philosophy. Fall, Spring.
PA 180 Introduction to Modern Logic. Fall, Spring.
PA 190 Ethics and the Environment. Spring.
[PA 201 Ancient Greek Philosophy]
[PA 202 Modern Philosophy from Descartes to Peirce]
[PA 212 Introduction to the History of Modern Science]
RE 105 An Introduction to the English Bible. Fall.
RE 110 Foundations of Western Religious Life and Thought. Spring.
RE 115 Introduction to Eastern Religious Thought. Fall.
RE 201 The Jewish Tradition. Fall.
[RE 220 The Shaping of American Religious Life]
TH 116 The Creative Process: Theatre, Dance, Film. Fall, Spring.
TH 130 Film Form and Film Sense. Spring.

Natural Sciences Division

BI 125 Introduction to Biology. Fall.
BI 130 Man and Disease. Fall.
BI 190 General Ecology. Spring.
CH 103 Fundamentals of Chemistry I (With Lab). Fall, Spring.
CH 105 Fundamentals of Chemistry I (No Lab). Fall, Spring.
CH 170 Chemistry for Citizens. Spring.
CX 213 Computer Science I. Fall, Spring.
GL 104 Earthquakes and Volcanoes. Spring.
GL 152 Evolution of the Earth. Spring.
GL 170 Global Tectonics. Fall.
MA 103 Introduction to Computers. Fall, Spring.
MA 105 Finite Mathematics: Probability, Matrices and Programming. Spring.
[MA 106 Introduction to Statistical Science]
[MA 227 Set Theory]
PH 101 The Nature of Things. Spring.
PH 155 An Introduction to the Universe. Fall.

Social Sciences Division

GG 100 Geography: A Modern Synthesis. Fall, Spring.
HI 103 Individuals and Organizations. Fall.
HI 104 The Revolutionary Tradition. Spring.
PS 101 Introduction to Political Science. Fall.
PS 107 Politics and the Studies of Politics. Spring.
SA 105 Social Man and Social Order. Fall.
SA 191 Introduction to Women in Social Thought. Fall.

DISTRIBUTION REQUIREMENTS

Beginning with the class entering in 1988, as a requirement for graduation, each student must complete a distribution requirement consisting of a minimum of two courses in each of the four areas: Humanities, Natural Sciences, Social Sciences, and Foreign Languages/Area Studies. (These students will *not* be required to fulfill a Foundations course requirement.) The first three of these refer to courses in the corresponding division, while the Foreign Languages/Area Studies designation refers to courses in the Foreign Languages division, the East Asian Studies Program, the Russian and Soviet Studies program, and in the Latin American Studies (CN 106) and Third World Studies (CN 028) concentrations.

Individual divisions, departments through divisions, or (in case of Foreign Languages/Area Studies) the division in consultation with other faculty teaching in Area Studies programs, may determine what courses or mixes of courses are appropriate to satisfy the requirement in that area. In the absence of a determination to the contrary, any courses in the division will be deemed appropriate. All divisional adjustments in the distribution requirement must be approved both by the appropriate division and by the Curriculum Committee, which will report to the full faculty.

Courses in the Major, in the Concentration, Intensive Writing courses, and Freshman Seminars may be counted toward the distribution requirement. No student may count a course toward distribution requirements in more than one area.

At least one course counting toward the distribution requirement in each of the four areas must be completed by the end of the sophomore year.

In the Foreign Languages Division, students choosing a course in East Asian, Russian and Soviet Area Studies or from the Latin American Concentration in partial fulfillment of the requirement must still take at least one course in the Foreign Languages Division. The distribution requirement may *not* be fulfilled by FR 101 or 102 or SP 101, 102, 103 or 201. Students may count either SP 219 or 220, but not both, toward partial fulfillment of the requirement.

All regular term courses in the Division of Natural Sciences except BI 102, BI 111, GL 101, GL 222, and NE 152 can be counted toward the distribution requirement. Winter Term courses will only count toward the distribution requirement in the Natural Sciences if the course has been listed as counting toward that requirement.

CONCENTRATIONS

A concentration consists of four or more courses governed by a general principle. A summary of the concentration guidelines are as follows:

1. A student must have an approved concentration before the end of his or her sophomore year. An information packet with complete guidelines will be sent to each student in the fall of the sophomore year.
2. A student must select a concentration outside the division of his or her major department. A student may include in a concentration one course in his or her division, but that course must be outside the student's major department. Divisions are Humanities, Social Sciences, Natural Sciences and Foreign Languages.
3. A student may not include a course in a concentration that will satisfy both a major and a concentration requirement.
4. A student may elect to self-design an original concentration. A self-designed concentration will need approval of a department chairperson and the Curriculum Committee. A self-designed concentration must include courses beyond the introductory level.

The following is a list of concentrations proposed by the faculty. Any concentration on the following pages will satisfy the above guidelines if it includes at least three courses outside the division of the student's major. All questions may be directed to the concentration adviser in the Dean of Students Office.

Interdisciplinary and Interdepartmental

CN 001 American Religious History

1. HI 203–HI 204 United States History
2–3. ***Two of the following:***
[RE 306 The Puritan Tradition in America]
RE 307 Three Americans: James, Dewey and Niebuhr
RE 308 Seminar in American Religious History
4.[*RE 220 The Shaping of American Religious Life]

CN 002 Applied Mathematics in Biology

1. *MA 105 Finite Mathematics
2. MA 112 Mathematical Analysis I
3. *BI 125 Introduction to Biology
4. BI 225 Human Genetics

CN 003 Applied Mathematics in Physics

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. PH 109 Mechanics and Thermodynamics
4. PH 110 Electricity and Magnetism

5. *PH 155 An Introduction to the Universe *or*
PH 266 Contemporary Astronomy and Astrophysics

CN 005 Basic Neurosciences

1. PY 301 Physiological Psychology
2. BI 440 Membrane Biology
3. BI 370 Animal Physiology
4. BI 250 Organelles and Cells

CN 009 Developmental Issues in the Course of Life

1. PY 205 Personality Psychology or
SA 352 Social Psychology
2. PY 225 Issues in Adolescent Development
3. SA 316 Sociology of Youth
4. PY 226 Adult Development and Aging

CN 015 Econometrics

1. *MA 105 Finite Mathematics
2. MA 112 Mathematical Analysis I or MA 200 Linear Algebra
3. EC 210 Economic Statistics
4. EC 211 Economic Statistics: Introduction to Regression Analysis *or*
EC 311 Applied Econometrics

CN 016 Environmental Science

1. GL 112 Environmental Geology
2. BI 190 General Ecology
3. GG 260 Social Aspects of Environmental Conservation
4. EC 365 Environmental Economics
5. [GG 254 Weather and Climate] *or*
BI 390 Advanced Ecology

CN 017 Foundations of Mathematics

1. MA 105 Finite Mathematics
2. MA 112 Mathematical Analysis I
3. MA 113 Mathematical Analysis II
4. [PA 280 Intermediate Logic] *or*
[MA 227 Set Theory] *or*
MA 228 Mathematical Logic

CN 020 Mathematics, Economics and Models

1. MA 112 Mathematical Analysis I
2. EC 155 Introductory Economics (Micro)
3. MA 315 Mathematical Models in the Social Life and Management Sciences *or*
[MA 318 Selected Topics in Operations Research]
4. EC 355 Microeconomic Theory

CN 022 Women's Studies Concentration

Any four courses: students must include courses from *both* groups.

1. *SA 191 An Introduction to Women in Social Thought
[SA 304 Women, Culture and Society]
SA 390 Sociology of Women
[GG 411 Seminar in Economic Geography: Women in Development]
[GG 412 Seminar in Urban Geography: Women and the City]
2. [AL 260 Fiction by American Women]
AL 450 Henry James and Edith Wharton
[*EL 114 Reading Women's Writing]
EL 402 Modes of Reading: Drama, Gender and Class
*FR 120 Women Writers in France
[FR 362 Women and the Novel of the Ancien Régime]

	FS	014	Women in Literature: Myths, Images and Interpretations
	[MU	360	Women in Music]
	RE	311	Seminar in Buddhist Philosophy: Buddhism and the Feminine
	RE	290	Feminism and Religion: Gender Analysis in the History, Theology and Sacred Writing of the West
	[SP	450	Women in Hispanic Literature]
	TH	206	Contemporary Women Playwrights
	TH	336	Women and Film

CN 024 Renaissance Culture

1.	EL	303	English Literature of the 16th Century
2.	HI	343	Europe in the Renaissance
3.	AR	201	Art of the Italian Renaissance
4.	EL	225	Shakespeare's Comedies *or*
	EL	321	Shakespeare *or*
	EL	224	Medieval and Renaissance Drama

CN 027 The Soviet World

Choose four courses from at least three departments:

1. *Three of the following:*

GG	222	Soviet Geography
HI	247	Russian History to the Great Reforms
HI	248	Russian History from the Great Reforms to the Present
PS	227	Soviet Politics
PS	328	Comparative Communism
*RU	151	Russian Literature's Golden Age (1830–1880)
*RU	152	Russian Modernism

2. *One of the following:*

[GG	422	Topics in Soviet Geography]
[HI	404	The Soviet Union]
PS	408	United States–Soviet Relations
PS	414	Soviet and East European Politics

CN 175 Soviet History and Politics

1.	HI	247	Russian History to the Great Reforms
2.	HI	248	Russian History from the Great Reforms to the Present
3.	PS	227	Soviet Politics
4.	[HI	404	The Soviet Union] *or*
	PS	414	Soviet and East European Politics

CN 028 Third World Studies

1.	HI	226	Modern Africa *or*
	HI	339	History of Southern Africa
2.	PS	220	Asian Politics *or*
	HI	286	Modern Latin America
3.	PS	404	The Global Political Economy *or*
	PS	430	United States–Asian Relations
4.	HI	238	Modern Middle East History

CN 100 Judaic Studies

1.	RE	201	The Jewish Tradition
2.	RE	202	The Making of Modern Judaism
3. *Either:*	RE	105	An Introduction to the English Bible
or:	RE	280	Studies in Hebrew Bible/Old Testament

4. *One of the following:*

[RE	304	Seminar in Jewish Thought]
RE	320	Seminar on the Holocaust

[CL 206 Intermediate Biblical Hebrew]
CL 305 Readings in the Hebrew Bible
[CL 406 Advanced Hebrew Studies]

CN 110 International Politics in an Historical Perspective

1-2. *Any two of the following:*
[HI 215 History of Modern Europe (1815-1900)]
[HI 216 History of Modern Europe (1900-1968)]
HI 285 Colonial Latin America
HI 286 Modern Latin America
[HI 346 History of France (1750-1940)]
HI 353 British History (1603-1815)
[HI 354 British History (1815-1979)]
3. PS 201 International Politics
PS 405 Seminar on the Causes of War *or*
4. PS 408 Seminar on United States-Soviet Relations *or*
PS 412 Seminar on Diplomacy

CN 111 Society and Culture in Modern Europe

1-3. *Any three of the following:*
AR 305 Painting and Sculpture of Nineteenth Century Europe
[*EL 110 Continental Fiction]
[HI 215 History of Modern Europe (1815-1900)]
[HI 216 History of Modern Europe (1900-1968)]
HI 403 Major Themes in Modern European History *or*
HI 413 Topics in Modern European History

CN 114 The Classical Heritage: Philosophy and Religion

1.[*PA 201 Ancient Greek Philosophy]
2. PS 317 Classical Political Philosophy
3. *RE 110 Introduction to Western Religious Life and Thought
Plus any one of the following:
*CL 150 Ancient Epic
*CL 152 Greek Tragedy *or*
[EL 227 Greek Comedy]
[CL 131 History of Greece]
AR 311 Ancient Art
[AR 312 Roman Art]

CN 155 Humanities and the Environment

1. *EL/AL 113 Visions of Nature
2. PA 190 Ethics and the Environment
3-4. *Two of the following:*
AL 202 American Literature 1830-1865
CS 225 Classical Chinese Poetry in Translation
EL 213 English Romanticism
[RE 312 Buddhist and Christian Enlightenment]

CN 158 Linguistics

Any two or three of the following:
[FL 201 Introduction to Linguistics] *or*
[LI 206 Thinking Linguistics]
[LI 212 Psycholinguistics]
Plus any one or two of the following to make up a total of four courses:
[LI 225 Sound Patterns of Language]
[LI 301 Romance Linguistics]
[LI 500 Independent Study in Linguistics]
PA 354 Philosophy of Language

CN 174 History and Philosophy of Science

1. [PA 212 Introduction to the History of Modern Science]
2. PA 230 Philosophy of Science

3–4. *Any two of the following:*
  MA 240 History of Mathematics
  PA 331 History of Materialism
  [PA 355 Issues in the Philosphy of Time]

CN 176 Cognitive Science

1. CX 326 Artificial Intelligence
2. [FL 201 Introduction to Linguistics]
3. [PA 352 Philosophy of Mind]
4. PY 208 Memory and Thinking
5. *One of the following:*
  MA 127 Elementary Computer Simulation
  MA 228 Mathematical Logic
  MA 315 Mathematical Models in the Social, Life and Management Sciences
  PA 351 Theory of Knowledge
  PA 354 Philosophy of Language
  PY 225 Child Psychology
  PY 301 Physiological Psychology

CN 177 Geology and Ecology of Vermont

1. GL 112 Environmental Geology
2. BI 190 General Ecology *or*
  BI 202 Vertebrate Life
3. GL 201 Bedrock Geology of Vermont
4. *One of the following:*
  BI 302 Vertebrate Field Biology
  BI 390 Advanced Ecology
  GL 321 Sedimentary Rocks

CN 106 Latin American Studies

1. SP 201 Intermediate Spanish
2. SP 219 Self-Expression in Spanish
3. SA 326 Latin American Culture and Society
4. *Any one of the following:*
  HI 285 Colonial Latin America
  HI 286 Modern Latin America

CN 190 Black Studies

1. SA 367 Afro-American Studies
2. HI 371 Black History

3–4. *Two of the following:*
  HI 203 United States History, 1492–1861
  HI 204 United States History, 1861–1945
  HI 226 Survey of Modern Africa
  [HI 364 Civil War and Reconstruction: 1845–1890]
  HI 368 Twentieth Century America, 1948–Present
  MU 201 Music in our Time: People, Places, Decades
  MU 326 American Music
  PS 102 The American Political Regime
  RE 296 Voices of Dissent, Resistance and Liberation
  SA 354 Ethnic Groups in the United States

Coordinator: Professor Fairfax, Department of Sociology/Anthropology.

Students majoring in the Division of Social Sciences who wish to pursue a concentration in black studies are encouraged to develop a self-designed concentration in consultation with Professor Fairfax.

Departmental

AMERICAN LITERATURE

CN 159 American Literary History

1. AL 201 American Literature (1620–1820)
2. AL 202 The American Renaissance
3. AL 203 American Literature (1860–1940)
4. Any other AL elective (including AL 103)

CN 178 American Literary Genres

1. AL 103 Topics in American Literature *or*
   AL 201 American Literature (1620–1820)
2. AL 202 The American Renaissance *or*
   AL 203 American Literature (1860–1940)
3. AL 301 The American Novel: the Nineteenth Century *or*
   AL 302 The American Novel: the Twentieth Century
4. [AL 306 American Poetry: 1620–1920] *or*
   AL 307 Topics in Twentieth Century American Poetry

ART

CN 033 The Art of Europe, Renaissance and Baroque

1. AR 101 Introduction to Art
2. [AR 201 Art of the Italian Renaissance]

3–4. Any two additional courses in the Art of Europe, 1100–1700

CN 034 Modern Art

1. *AR 101 Introduction to Art

2–4. Any three additional courses in the art of mid-18th century to the present

CN 036 Studio Art

1. One Art History course of choice
2. AR 209 Studio Art I
3. AR 210 Studio Art II

4–5. *One of the following two-term sequences in studio:*
AR 309–310 Painting
AR 315–316 Printmaking
AR 319–320 Sculpture
AR 327–328 Photography

BIOLOGY

CN 037 Environmental Biology

1. *BI 125 Introduction to Biology
2. BI 203 Botany *or*
   BI 202 Vertebrate Life
3. *BI 190 General Ecology
4. BI 390 Advanced Ecology *or*
   BI 302 Vertebrate Field Biology

CN 038 General Biology

1. *BI 125 Introduction to Biology
2. BI 225 Human Genetics
3. BI 205 Developmental Biology *or*
   BI 203 Botany

4.	BI	201	Invertebrate Biology *or*
	[BI	216	Animal Behavior] *or*
	BI	202	Vertebrate Life

CN 039 Biology of Molecules

1.	*BI	125	Introduction to Biology
2.	*CH	103	Fundamentals of Chemistry I
3.	CH	241	Organic Chemistry I
4.	BI	314	Molecular Genetics
5.	BI	250	Organelles and Cells

CN 040 Physiological Biology

1.	*BI	125	Introduction to Biology
2.	BI	250	Organelles and Cells
3.	BI	230	Microbiology
4.	BI	370	Animal Physiology

CN 166 Vertebrate Biology

1.	BI	125	Introduction to Biology
2.	BI	202	Vertebrate Life
3.	BI	302	Vertebrate Field Biology
4.	BI	370	Animal Physiology

CN 167 Genetics

1.	*BI	125	Introduction to Biology
2.	BI	225	Human Genetics
3.	BI	250	Organelles and Cells
4.	BI	314	Molecular Genetics *or*
	BI	325	Applied Genetics

CN 168 Organismic Biology

1.	*BI	125	Introduction to Biology
2.	BI	201	Invertebrate Biology
3.	BI	202	Vertebrate Life
4.	BI	203	Botany
5.	BI	230	Microbiology

CHEMISTRY

CN 042 Cellular Structure and Function

1.	CH	104	Fundamentals of Chemistry I
2.	*BI	125	Introduction to Biological Principles
3.	CH	241	(247) Organic Chemistry I
4.	BI	250	Organelles and Cells

CN 043 Environmental Chemistry

1.	BI	190	General Ecology
2.	CH	172	Environmental Chemistry
3.	CH	104	(106) Fundamentals of Chemistry II
4.	CH	241	(247) Organic Chemistry I *or*
	CH	230	Bioinorganic Chemistry

CN 046 Organic Chemistry

1.	CH	103	Fundamentals of Chemistry I
2.	CH	241	(247) Organic Chemistry I
3.	CH	242	(248) Organic Chemistry II
4.	CH	341	Organic Chemistry III *or*
	CH	442	Advanced Organic Chemistry

CHINESE

CN 008 Chinese Studies

1–2. CS 201–202
3–4. Any two courses centered upon China selected from the list of courses which may be counted toward the East Asian Studies major (including HI 331) providing that not more than one of these two courses is from the same division in which the student is taking his/her major. These two courses may *not* be Chinese language courses such as CS 101–2, 301–2, 400, 401–2, but may be literature courses (taught in English or in Chinese) where appropriate.

CLASSICS

CN 113 Hebrew Language and Literature

1. CL 105 Introduction to Biblical Hebrew
2. CL 206 Intermediate Biblical Hebrew
3. CL 305 Readings in the Hebrew Bible
4. *One of the following:*
   CL 406 Advanced Hebrew Studies
   RE 280 Studies in the Hebrew Bible/Old Testament
   RE 201 The Jewish Tradition

CN 115 Classical Greek

Four courses in Greek

CN 142 Classical Latin

Four courses in Latin

CN 116 Greek Literature

Four of the following:

*CL 131 History of Classical Greece
*CL 150 The Ancient Epic
*CL 152 Greek Tragedy
[EL 227 Greek and Roman Drama]
*CL 175 Greek Philosophy
PA 201 Ancient and Medieval Philosophy
PS 317 Classical Political Philosophy

CN 143 Classical Civilization

Four of the following:

*CL 150 The Ancient Epic
*CL 121 The Classical Tradition of the Liberal Arts and Sciences
*CL 152 Greek Tragedy *or*
[EL 227 Greek and Roman Drama]
*CL 131 History of Classical Greece
*CL 175 Greek Philosophy
*CL 132 History of Rome
CL 450 History of Classical Literature
CL 420 Seminar in Classical Literature

ECONOMICS

CN 047 Economic Theory

1. MA 112 Calculus I
2. EC 150 Introductory Economics (Macro)
3. EC 155 Introductory Economics (Micro)
4. EC 350 Macroeconomic Theory
5. EC 355 Microeconomic Theory

CN 048 Public Sector Economics

1.	MA	112	Calculus I
2.	EC	150	Introductory Economics (Macro)
3.	EC	155	Introductory Economics (Micro)
4.	EC	355	Microeconomic Theory
5.	EC	465	Public Policy Toward Business *or*
	EC	470	Public Finance

CN 049 Industrial Economics

1.	MA	112	Calculus I
2.	EC	150	Introductory Economics (Macro)
3.	EC	155	Introductory Economics (Micro)
4.	EC	355	Microeconomic Theory
5.	EC	455	Industrial Strategies *or*
	EC	465	Public Policy Toward Business

CN 183 Organization of Business

1.	MA	112	Calculus I
2.	EC	155	Introductory Economics (Micro)
3.	EC	355	Microeconomic Theory
4.	EC	320	The Corporation
5.	EC	437	The Governance of Business Enterprises

CN 051 Monetary Economics

1.	MA	112	Calculus I
2.	EC	150	Introductory Economics (Macro)
3.	EC	155	Introductory Economics (Micro)
4.	EC	350	Macroeconomic Theory
5.	EC	475	Monetary Theory and Financial Institutions

CN 184 Economics of Labor Markets

1.	EC	155	Introductory Economics (Micro)
2.	EC	210	Economic Statistics
3.	EC	211	Introduction to Regression Analysis
4.	EC	355	Microeconomic Theory
5.	EC	480	Labor Economics

CN 144 Economics of Human Resources

1.	MA	112	Calculus I
2.	EC	155	Introductory Economics (Micro)
3.	EC	210	Economic Statistics
4.	EC	355	Microeconomic Theory
5.	EC	430	Inequality and Poverty

CN 150 The Corporate Sector

1.	EC	150	Introductory Economics (Macro)
2.	EC	155	Introductory Economics (Micro)
3.	EC	310	Economics of Investing in Securities
4.	EC	315	Accounting
5.	EC	320	The Corporation

CN 151 International Trade Theory

1.	MA	112	Calculus I
2.	EC	150	Introductory Economics (Macro)
3.	EC	155	Introductory Economics (Micro)
4.	EC	355	Microeconomic Theory
5.	EC	440	The Economics of International Trade

CN 152 International Finance

1.	MA	112	Calculus I
2.	EC	150	Introductory Economics (Macro)
3.	EC	155	Introductory Economics (Micro)
4.	EC	350	Macroeconomic Theory
5.	EC	445	International Finance

CN 154 Development Economics

1.	MA	112	Calculus I
2.	EC	150	Introductory Economics (Macro)
3.	EC	155	Introductory Economics (Micro)
4.	EC	325	Economic Development, Theory and Policy
5.	EC	350	Macroeconomic Theory *or*
	EC	355	Microeconomic Theory
6.	EC	420	Economic Development of Latin America *or*
	EC	421	Economic Development of Africa (South of the Sahara)

ENGLISH

CN 052 The Writing and Reading of Poetry

1.	EL	175	The Structure of Poetry
2.	EL	275	Intermediate Workshop: Poetry
3.	EL	213	English Romanticism *or*
	EL	314	Victorian Literature
4.	EL/AL	312	Modern Poetry

CN 053 The Writing and Reading of Fiction and Nonfiction

1.	EL	107	Journal and Essay *or*
	EL	160	The Structure of Nonfiction *or*
	EL	170	The Structure of Fiction
2.	EL	260	Intermediate Workshop: Nonfiction *or*
	EL	270	Intermediate Workshop: Fiction
3.	EL	206	Early English Novel *or*
	EL	207	Nineteenth Century English Novel *or*
	EL	314	Victorian Literature
4.	EL	208	Twentieth Century English Novel *or*
	EL/AL	309	Contemporary Literature

CN 054 Dramatic Literature

Any four of the following:

[EL	111	European Drama]
[EL	227	Greek Comedy]
*CL	152	Greek Tragedy and Its Influence
[CL	155	Greek and Roman Comedy]
EL	224	Medieval and Renaissance Drama
EL	225	Shakespeare
[EL	306	Restoration Literature]
EL	321	Shakespeare
[TH	326	Modern Drama]
[EL	229	Modern British Drama]
EL	230	Contemporary British Drama
[TH	216	American Drama]
RU	353	Russian Theatre
[RU	354	Chekhov]

CN 056 The Novel

Any four of the following:

[*EL	110	Continental Fiction]
EL	206	The Early English Novel

EL 207 Nineteenth Century English Novel
EL 208 Twentieth Century English Novel
EL/AL 309 Contemporary Literature
AL 301 The American Novel I
AL 302 The American Novel II
[RU 351 Dostoevsky]
RU 352 Tolstoy
[RU 356 Russian Literature of the 60s and 70s]

CN 157 Poetry: the Lyric Tradition

1. EL 202 Interpretation of Literature: Major Poets from the Eighteenth to the Twentieth Century
2. EL 303 English Literature of the Sixteenth Century *or*
EL 304 English Literature of the Seventeenth Century
3. EL 213 English Romanticism *or*
EL 314 Victorian Literature
4. EL/AL 312 Modern Poetry *or*
AL 306 American Poetry: 1620–1920 *or*
AL 307 Topics in Twentieth Century American Poetry

FRENCH

N.B. Students may count one course per semester in France toward their concentrations.

CN 058 French Language and Literature

1. *One of the following:*
FR 205 Toward Liberated Expression *or*
FR 255 Writing in French
2–3. *Two of the following:*
FR 227 Introduction to French Poetry *or*
FR 228 Introduction to French Theater *or*
FR 229 Introduction to French Prose
4. One Literature course at the 300 level *or equivalent in France*

CN 118 French Literature and Civilization

1. FR 230 Introduction to Contemporary France
2. *One of the following:*
FR 228 Introduction to French Theater *or*
FR 229 Introduction to French Prose
3. FR 277 Facets of a Changing France
4. *One of the following, or equivalent in France:*
FR 343 French Civilization in the Twentieth Century *or*
FR 361 French Classical Theater
[FR 362 The French Novel in the Age of Enlightenment]
FR 365 Literature and Society in the Ancient Regime
[FR 366 Voltaire, Diderot, and the French Enlightenment]
FR 375 Nineteenth Century Novel

CN 119 French Literature

1–2. *Two of the following:*
FR 227 Introduction to French Poetry
FR 228 Introduction to French Theater
FR 229 Introduction to French Prose
3–4. Two literature courses at the 300 level *or equivalent in France*

GEOGRAPHY

CN 120 Geographical Analysis of Human Activity

1. GG 100 Geography: A Modern Synthesis
2. GG 211 Economic Geography

3. GG 212 Urban Geography
4. *One of the following:*
   GG 213 Population Geography
   GG 215 Political Geography

CN 121 Human Activity in the Physical Environment

1. GG 100 Geography: A Modern Synthesis
2. [GG 250 Physical Earth Processes]
3. *One of the following:*
   [GG 254 Weather and Climate] *or*
   GG 251 Geomorphic Processes
4. *One of the following:*
   GG 260 Social Aspects of Environmental Conservation
   [GG 253 Natural Hazards]
   GG 255 Surface Water Resources and Development

CN 164 Soviet Geography

1. GG 100 Geography: A Modern Synthesis
2. *One of the following:*
   GG 211 Economic Geography
   [GG 215 Political Geography]
3. GG 222 Contemporary Geography of the Soviet Union
4. [GG 422 Seminar in Soviet Geography]

CN 165 The Geography of Development

1. GG 100 Geography: A Modern Synthesis
2. GG 210 The Geography of Development
3. GG 211 Economic Geography
4. GG 213 Population Geography
5. [GG 215 Political Geography]

GEOLOGY

CN 059 Marine Geology

1. GL 112 Environmental Geology *or*
   GL 161 Oceanography
2. GL 201 Bedrock Geology of Vermont
3. GL 342 Marine Geology
4. GL 321 Sedimentary Rocks *or*
   GL 382 Geophysics *or*
   GL 500 Readings and Research

CN 060 Sedimentary Rocks

1. GL 112 Environmental Geology *or*
   GL 161 Oceanography *or*
   GL 342 Marine Geology
2. GL 201 Bedrock Geology of Vermont
3. GL 252 Geomorphic Processes
4. GL 321 Sedimentary Rocks

CN 061 Regional Geology

1. GL 170 Global Tectonics
2. GL 201 Bedrock Geology of Vermont *or*
   GL 252 Geomorphic Processes
3. GL 342 Marine Geology *or*
   GL 321 Sedimentary Rocks
4. GL 381 Structural Geology *or*
   GL 500 Readings and Research

CN 062 Geophysics

1. GL 152 Geologic Time *or*
GL 170 Global Tectonics
2. GL 201 Bedrock Geology of Vermont *or*
GL 342 Marine Geology
3. GL 381 Structural Geology
4. GL 382 Geophysics

CN 063 Rocks and Minerals

1. GL 170 Global Tectonics
2. GL 211 Mineralogy
3. GL 321 Sedimentary Rocks *or*
GL 322 Igneous Petrology
4. GL 332 Metamorphic Petrology

GERMAN

CN 068 German Language and Literature

1. GN 201 Intermediate German
2. GN 202 Advanced German
3–4. Two courses numbered 300 or higher. These courses may be taken in the German department or in the Middlebury College German School during the summer.

HISTORY

CN 069 American History

1. HI 203 US History (1492–1861)
2–4. *Three of the following:*
HI 204 US History (1861–1945)
[HI 361 Colonial America]
[HI 362 Era of the American Revolution (1763–1800)]
HI 363 Jeffersonian and Jacksonian America (1800–1848)
[HI 364 The Era of the Civil War and Reconstruction]
[HI 365 Victorian America 1877–1919]
HI 366 The American Frontier 1787–1892
HI 367 Twentieth Century America (1920–1948)
HI 368 Twentieth Century America (1948–Present)
HI 371 Black History
5. HI 405 Readings in American History

CN 071 Modern Europe

1. *HI 104 The Revolutionary Tradition
2–4. *Any three of the following:*
[HI 215 History of Modern Europe (1815–1900)]
[HI 216 History of Europe (1900–1968)]
HI 247 Traditional Russia
HI 248 The Russian Revolution and the Soviet Regime
[HI 346 History of France from the Old Regime to the Twentieth Century]
[HI 349 History of Germany from 1648 to the Twentieth Century]
HI 353 British History, 1603–1815
[HI 354 British History 1815–1979]
5. HI 403 Readings in Modern European History *or*
HI 413 Topics in European History

CN 072 The Rise of Europe

1. *HI 103 Turning-points in Early Modern History
2–4. *Three of the following:*
HI 247 Russian History to the Great Reforms

	[HI	341	Civilization of the Dark Ages]
	[HI	342	The Medieval Outlook]
	HI	343	Europe in the Renaissance
	HI	344	The Reformation
	[HI	214	Society and Culture in Western Europe 1500–1800]
	HI	403	Readings in Modern European History

CN 185 East Asian History

1.	HI	331	Imperial China
2.	*Any three of the following:*		
	HI	235	Modern East Asia: 1750–1912
	HI	236	Modern East Asia: 1912–Present
	HI	333	Chinese Intellectual History
	HI	335	Traditional Japan
	HI	336	Modern Japan
3.	HI	409	Readings in Asian History

MATHEMATICS AND COMPUTER SCIENCE

CN 073 Applications

1.	MA	112	Mathematical Analysis I
2.	MA	113	Mathematical Analysis II
3.	MA	315	Mathematical Models in the Social and Management Sciences
4.	MA	318	Selected Topics in Operations Research *or*
	CX	213	Computer Science I

CN 074 Analysis

1.	MA	112	Mathematical Analysis I
2.	MA	113	Mathematical Analysis II
3.	MA	201	Mathematical Analysis III
4.	MA	200	Linear Algebra

CN 075 Axiomatic Mathematics

1.	[*MA	227	Set Theory] *or*
	MA	228	Mathematical Logic
2.	*MA	105	Finite Mathematics
3.	MA	200	Linear Algebra
4.	[MA	411	Elementary Topology] *or*
	[*MA	240	History of Mathematics]

CN 076 Computer Science

1.	CX	213	Computer Science I
2.	CX	214	Computer Science II
3–4.	*Two of the following:*		
	MA	205	Discrete Mathematics
	MA	200	Linear Algebra
	MA	228	Mathematical Logic
	[MA	310	Probability]
	[MA	311	Statistics]
	MA	315	Mathematical Models in the Social and Life Sciences
	MA	318	Operations Research

CN 077 Discrete Mathematics

1.	*MA	105	Finite Mathematics
2.	MA	200	Linear Algebra
3.	[MA	220	Graph Theory and Combinatorics] *or*
	[MA	227	Set Theory] *or*
	MA	203	Discrete Structures and Linear Algebra *or*
	MA	205	Discrete Mathematics
4.	MA	321	Elementary Number Theory

CN 078 Probability

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. MA 200 Linear Algebra
4. [MA 310 Probability]

CN 160 Computer Literacy

1–2. *Two of the following:*
MA 103 Introduction to Computers
MA 127 Elementary Computer Simulation
NS 128 Cryptology: The Mathematics and Technology of Making and Breaking Secret Codes
3. CX 213 Computer Science I
4. *One of the following:*
CX 214 Computer Science II
CX 326 Artificial Intelligence
MA 315 Mathematical Models in the Social and Life Sciences
MA 318 Operations Research

CN 162 Mathematics and Statistics

1. MA 113 Analysis I
2. MA 200 Linear Algebra
3. [MA 310 Probability]
4. [MA 311 Statistics]

CN 179 Computer Systems

1. CX 213 Computer Science I
2. CX 214 Computer Science II
3. CX 223 Computer Systems and Assembly Language Programming
4. CX 341 Operating Systems *or*
[CX 343 Compiler Design] *or*
[CX 345 Programming Languages]

CN 180 Computer Science Theory

1. CX 213 Computer Science I
2. CX 214 Computer Science II
3–4. *Two of the following:*
[CX 421 Theory of Computation]
CX 423 Algorithms and Complexity
MA 228 Mathematical Logic

CN 181 Computer Applications

1. CX 213 Computer Science I
2–4. *Three of the following:*
MA 127 Elementary Computer Simulation
CX 214 Computer Science II
[CX 322 Geometry and Computer Graphics]
CX 326 Artificial Intelligence
CX 328 Advanced Topics in Cryptology

CN 182 Computer Modeling

1. CX 213 Computer Science I
2–4. *Three of the following:*
CX 214 Computer Science II
[CX 322 Geometry and Computer Graphics]
MA 315 Mathematical Models in the Social and Life Sciences
MA 318 Operations Research

[MA 324 Numerical Analysis]
NS 128 Cryptology: The Mathematics and Technology of Making and Breaking Secret Codes

Note: See Cognitive Science under Interdisciplinary listing.

MUSIC

A concentration in Music shall consist of four courses at least two of which shall be in different areas of the discipline: performance, history or theory. At least one course of the four shall be at the 300 or 400 level. The following list does not begin to exhaust the possible Music concentrations. Music faculty are happy to help students design their own plans.

CN 079 Music

1. *MU 109 Rudiments of the Musical Language
2. MU 220 *or* MU 221 Survey of Music History
3. A 300 level Music History Course
4. MU 306 Performance

CN 081 Music: History

1. MU 220 Survey of Music History
2. MU 221 Survey of Music History
3. MU 325 Music in the 20th Century
4. MU 209 Music I

CN 082 Music: Performance

1. MU 306 Performance
2. MU 307 Performance
3. MU 500 Independent Project in Recital
4. MU 220 *or* MU 221 Survey of Music History

CN 083 Music: Theory

1. MU 209 Music I
2. MU 210 Music II
3. MU 309 Analysis
4. MU 220 *or* MU 221 Survey of Music History

PHILOSOPHY

CN 084 Contemporary Philosophy

1. PA 223 Introduction to Contemporary Philosophy
2. [PA 207 Contemporary Moral Problems]
3. PA 352 Philosophy of Mind *or*
[PA 354 Philosophy of Language]
4. PA 180 Introduction to Modern Logic

CN 085 History of Philosophy

1.[*PA 201 Ancient Greek Philosophy]
2.[*PA 202 Modern Philosophy from Descartes to Peirce]
3–4. *Two of the following:*
PA 222 American Philosophy
[PA 223 Introduction to Contemporary Philosophy]
PA 250 History of Early Modern Philosophy
[PA 255 Kierkegaard, Marx and Nietzsche]

CN 086 Logic and Philosophy of Science

1. PA 180 Introduction to Modern Logic
2. PA 230 Philosophy of Science

3–4. *Any two of the following:*
[PA 212 Introduction to the History of Modern Science]
[PA 223 Introduction to Contemporary Philosophy]
[PA 280 Intermediate Logic]
PA 354 Philosophy of Language
[PA 355 Issues in the Philosophy of Time]

CN 087 Value Theory: Ethics, Aesthetics, and Political Philosophy

1–2. *Two of the following:*
PA 190 Ethics and the Environment
[PA 205 Human Nature and Ethics]
[PA 207 Contemporary Moral Problems]
3–4. *Two of the following:*
[PA 213 Philosophy of Religion]
[PA 233 Aesthetics]
PS 317 Classical Political Philosophy
PS 318 Political Philosophy: Modernity

PHYSICS

CN 088 Physics

1. Any foundations course in Physics
2. MA 112 Mathematical Analysis I *or*
MA 113 Mathematical Analysis II
3. PH 109 Mechanics
4. PH 110 Electricity and Magnetism

POLITICAL SCIENCE

The established Political Science concentrations listed below should not be taken to exhaust the range of possible concentrations in Political Science. Students considering a concentration in Political Science are encouraged to develop a self-designed concentration in consultation with the department chair.

CN 089 American Foreign Policy

1. PS 102 The American Political Regime *or*
PS 104 Introduction to American Political Processes
2. PS 201 International Politics
3. PS 311 American Foreign Policy
4. *One of the following:*
PS 408 Seminar on United States–Soviet Relations
PS 412 Seminar on Diplomacy
PS 430 Seminar on United States –Asian Relations

CN 122 American Politics

1. PS 102 The American Political Regime *or*
PS 104 Introduction to American Political Processes
2–3. Two lecture courses at the 200 or 300 level
4. A Seminar in American government

CN 123 Comparative Politics

1. PS 103 Introduction to Comparative Politics
2–3. Two lecture courses at the 200 or 300 level.
4. PS 406 Seminar on Comparative Politics: Western Europe *or*
PS 414 Seminar on Comparative Politics: USSR and East Europe

CN 090 Soviet and East European Politics

1. PS 103 Introduction to Comparative Politics
2. PS 227 Soviet Politics

3.	PS	328	Comparative Communism
4.	PS	408	Seminar on United States–Soviet Relations *or*
	PS	414	Seminar on Comparative Politics: USSR and East Europe

CN 091 International Relations

1.	PS	201	International Politics
2.	[PS	302	International Conflict Resolution]
3.	PS	311	American Foreign Policy
4.	*One of the following:*		
	PS	404	Seminar on the Global Political Economy
	PS	405	Seminar on the Causes of War
	PS	408	Seminar on United States–Soviet Relations
	PS	412	Seminar on Diplomacy
	[PS	416	Seminar in International Relations]
	PS	430	Seminar on United States–Asian Relations

CN 125 Politics, Philosophy and Law

1.	*PS	101	Introduction to Political Science *or*
	*PS	107	Politics and the Studies of Politics
2.	PS	102	The American Political Regime
3.	PS	317	Classical Political Philosophy *or*
	[PS	318	Political Philosophy: Modernity] *or*
	[PS	409	Seminar on Political Philosophy: Aristotle] *or*
	PS	401	Seminar in Political Philosophy
4.	PS	305	American Constitutional Law: The Federal System *or*
	[PS	306	American Constitutional Law: Individual Rights] *or*
	PS	402	Seminar in Constitutional Law

PSYCHOLOGY

CN 128 Personality/Social Psychology

1.	PY	105	Introduction to Psychology
	PY	203	Social Psychology
	PY	204	Personality Psychology
	PY	325	Abnormal Psychology

CN 169 Psychology as a Natural Science

Any four of the following:

PY	105	Introduction to Psychology
PY	207	Conditioning and Learning
PY	208	Memory and Thinking
PY	301	Physiological Psychology
PY	416	The Limbic System
PY	417	Physiological Basis of Learning and Memory

CN 170 Psychology as a Social Science

Any four of the following:

PY	203	Social Psychology
PY	204	Personality Psychology
PY	225	Child Psychology
PY	226	Adult Development and Aging
PY	325	Abnormal Psychology
PY	411	Contemporary Issues in Psychology

CN 172 Life Span Development

Any four of the following:

PY	105	Introduction to Psychology
PY	225	Child Psychology
PY	226	Adult Development and Aging

PY 306 The Exceptional Child
TE 202 Issues in Adolescent Development

CN 173 The Psychology of Individual Differences

PY 105 Introduction to Psychology
PY 204 Personality Psychology
PY 225 Child Psychology
PY 325 Abnormal Psychology

RELIGION

CN 101 Philosophy of Religion

1. *RE 110 Foundations of Western Religious Life and Thought
2. PA 213 Philosophy of Religion
3. RE 301 Modern Views of God and Religious Life: 19th Century
4. RE 302 Modern Views of God and Religious Life: 20th Century

CN 130 Comparative Religion

1. RE 110 Foundations of Western Religious Life and Thought
2. *RE 115 Introduction to Eastern Religious Thought
3. RE 201 The Jewish Tradition *or*
RE 204 The Christian Tradition
4. [RE 312 Buddhist and Christian Enlightenment] *or*
[RE 340 Seminar in the History of Religions]

CN 131 Asian Religions

1. *RE 115 Introduction to Eastern Religious Thought
2. *Any three of the following:*
RE 209 The Hindu Tradition
RE 210 The Buddhist Tradition: India and Tibet
[RE 211 The Buddhist Tradition: China and Japan]
[RE 215 Shinto: Japanese Indigenous Religious Beliefs]
RE 311 Buddhist Philosophy

CN 132 Buddhism

1. RE 210 The Buddhist Tradition: India and Tibet
2. [RE 211 The Buddhist Tradition: China and Japan]
3. RE 311 Buddhist Philosophy
4. [RE 312 Buddhist and Christian Enlightenment]

CN 133 The Christian Tradition

1. *RE 105 Introduction to the English Bible *or*
[RE 281 Studies in the New Testament]
2. [RE 220 The Shaping of American Religious Life] *or*
RE 204 The Christian Tradition
3. HI 344 The Reformation
4. RE 301 Modern Views of God and Religious Life: 19th Century *or*
RE 302 Modern Views of God and Religious Life: 20th Century

CN 147 Western Religious Thought

1. *RE 110 Foundations of Western Religious Life and Thought
2.[*RE 220 The Shaping of American Religious Life] *or*
RE 204 The Christian Tradition
3–4. *Any two of the following:*
RE 301 Modern Views of God and Religious Life: The 19th Century
RE 302 Modern Views of God and Religious Life: The 20th Century
[RE 304 Seminar in Jewish Thought]

RUSSIAN

CN 102 Russian

1.	RU	101–102	Beginner's Russian (2 semesters)
2.	RU	201–202	Intermediate Russian (2 semesters)
3.	*RU	151	Russian Literature's Golden Age (1830–1880) (in English)
4.	RU	324	Russian–Soviet Culture

CN 103 Russian Literature in Translation

Any four of the following:

*RU	151	Russian Literature's Golden Age (1830–1880)
*RU	152	Revolutionary Literature in a Revolutionary Society
RU	351	Dostoevsky
[RU	352	Tolstoy]
[RU	353	Russian Theater]
[RU	354	Chekhov]
[RU	356	Russian Literature of the 60's and 70's]

SOCIOLOGY/ANTHROPOLOGY

CN 104 Comparative Cultures

Any four of the following:

[SA	321	Native Peoples of North America]
[SA	326	Latin American Society and Culture]
[SA	332	African Peoples and Culture]
SA	335	Chinese Society and Culture
[SA	336	Indian Society]
SA	343	American Community Studies
[SA	354	Ethnic Groups in the United States]
[SA	355	Race and Ethnicity]
SA	367	Afro-American Anthropology

CN 134 Simple and Complex Institutions

Any four of the following:

[SA	308	Sociology of Religion]
SA	315	Sociology of Education
SA	338	Political Anthropology
[SA	341	Urban Anthropology]
[SA	344	Urban Sociology]
[SA	345	Work, Leisure, and Sport]
SA	373	Anthropology of Music
SA	380	The Anthropology of Religion
[SA	381	Symbolic Anthropology]
SA	385	Medical Sociology
[SA	387	Sociology of Law]

CN 135 Social Groups in American Society

Any four of the following:

SA	191	Introduction to Women in Social Thought
[SA	307	Social Movements and Collective Action]
SA	316	Sociology of Youth
SA	343	American Community Studies
[SA	354	Ethnic Groups in the United States]
SA	367	Afro-American Anthropology
[SA	370	Sociology of Inequality]
SA	390	Sociology of Women

CN 136 Social Policy Issues

Any four of the following:

SA	315	Sociology of Education

[SA	321	Native Peoples of North America]
SA	367	Afro-American Anthropology
[SA	370	Sociology of Inequality]
SA	385	Medical Sociology
[SA	387	Sociology of Law]
SA	388	Deviance
SA	390	Sociology of Women
SA	489	Seminar in the Sociology of Mental Illness

CN 186 Health and Society

Any four of the following **(but no more than one Psychology course):**

[SA	190	The Evolution of Humans and Prehistoric Cultures]
SA	352	Social Psychology
SA	385	Medical Sociology
SA	388	Deviance
SA	489	Seminar on the Sociology of Mental Illness
PY	204	Personality Psychology
PY	325	Abnormal Psychology
PY	412	Issues in Clinical Psychology

CN 187 Social Inequality

Any four of the following:

SA	191	Introduction to Women in Social Thought
[SA	304	Women, Culture and Society]
[SA	307	Social Movements and Collective Action]
[SA	321	Native Peoples of North America]
SA	335	Chinese Society and Culture
[SA	336	Indian Society]
SA	343	American Community Studies
SA	367	Afro-American Anthropology
SA	390	Sociology of Women

CN 188 Theory and Methods

Any four of the following:

SA	103	Selected Topics in Socio-Cultural Anthropology
SA	105	Social Man and Social Order: Issues in Freedom and Constraint
SA	205	Topics in Social Thought – Stability and Change
SA	301	Research Process – Sociology
SA	302	Research Process – Anthropology

SPANISH/ITALIAN

CN 189 Latin American Civilization

1.	SP	219	Self Expression in Spanish
2.	SP	220	Spanish Conversation
3.	SP	356	Ideas and Cultures of Spanish America from the Conquest to Independence
4.	SP	357	Ideas and Cultures of Spanish America from Independence to the Present

CN 107 Hispanic Literature

1.	SP	219	Self-Expression in Spanish
2.	SP	300	An Introduction to the Study of Hispanic Literature

3–4. *Two of the following:*

SP	301	The Literature of Spain from the Middle Ages to 1700 *and*
SP	302	The Literature of Spain from the Eighteenth Century to the Present *or*
SP	356	Ideas and Cultures of Spanish America from the Conquest to Independence *and*
SP	357	Ideas and Cultures of Spanish America from Independence to the Present

CN 156 Italian

1. IT 251 Intermediate Italian
2. IT 252 Advanced Italian
3–4. Two Italian courses at the 300 or 400 level.

TEACHER EDUCATION

CN 112A Elementary Education

1. PY 225 Child Development *or*
   TE 201 Critical Issues in American Education
2. TE 205 Methods of Teaching Language Arts in the Elementary School
3. TE 210 Methods of Teaching Mathematics and Science in the Elementary School
4. Winter Term Methods of Teaching the Arts and Music in the Elementary School
5. TE 404 Curriculum Development in the Elementary School
6. TE 405–406–407 Student Teaching

CN 112B Secondary Education

1. TE 201 Critical Issues in American Education *or*
   TE 202 Issues of Adolescent Development *or* the equivalent
2. Winter Term Field Experience course
3. TE 220 Teaching Reading and Study Skills in Secondary School Subjects
4. TE 414 Problems and Methods in Secondary Education
5. TE 415–416–417 Student Teaching

CN 112C Perspectives on Childhood Teaching and Learning

1. PY 225 Child Development *and/or*
   TE 201 Critical Issues in American Education (or its equivalent)

And two or three of the following:

TE 205 Methods of Teaching Language Arts in the Elementary School
TE 210 Methods of Teaching Mathematics and Science in the Elementary School
Winter Term Children and the Arts
TE 500 Independent Study

CN 112D Perspectives on Adolescent Teaching and Learning

TE 201 Critical Issues in American Education *and/or*
TE 202 Issues of Adolescent Development (or its equivalent)

And two or three of the following:

TE 220 Teaching Reading and Study Skills in Secondary School Subjects
TE 305 Contemporary Topics in Higher Education
TE 500 Independent Study

THEATRE, DANCE AND FILM

CN 108 Acting and Directing

1. *TH 116 The Creative Process: Theatre, Dance, Film
2. TH 102 Acting I
3. TH 214 Directing I
4. *One of the following:*
   TH 126 Theatre History
   TH 206 Contemporary Women Playwrights
   TH 216 American Drama
   TH 326 Modern Drama
   TH 306 Twentieth Century Experiments
5. *One of the following:*
   TH 210 *or* TH 220 Production Studios

TH 302 Voice
TH 429 Spring Repertory Production Company
TH 500 Independent Project

CN 109 Stage Design

1. *TH 116 The Creative Process: Theatre, Dance, Film
2. TH 211 Design
3. TH 213 Lighting *or*
[TH 315 Costume Design]
4. TH 219 *or* 229 *or* TH 500, Production Studio *or* Independent Project
5. TH 306 Twentieth Century Experiments *or*
TH 226 Modern Drama

CN 148 Dance

1. TH 284 Dance History
2. TH 276 Anatomy and Kinesiology *or*
TH 279 Movement Intentionality
3. *Any three of the following:*
TH 160/161/162 Beginning Dance
TH 260/261 Intermediate Dance
TH 360/361 Advanced Dance

CN 149 Film Studies

1. TH 130 Film Form and Film Sense
2. TH 231 Film History
3–5. *Any three of the following:*
TH 234 American Film Genres
TH 235 Sight and Sound
[TH 236 Television as Culture]
[TH 237 Japanese Cinema]
[TH 238 Third World Cinema]
[TH 330 Film and Modernism]
TH 334 Politics and Film
TH 335 Voyeurism and Cinema
TH 336 Women and Film

DEPARTMENTS OF INSTRUCTION

All courses are given as term courses with the exception of Senior Work (700) and 500 courses in an Honors program. These course numbers may signify on-going work, and in such event are graded "S" (Satisfactory progress) or "U" (Unsatisfactory).

Courses numbered 100–199 are usually taken by freshmen; 200–299, by sophomores; 300–399, by juniors; 400–499, by seniors. Schedules are cleared on this basis and conflicts will thus be most easily avoided by taking courses in proper sequence.

At the head of each departmental section, the major is described and the requirements for a major in that department are stated, together with recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered in 1988–89 are bracketed. Abbreviations include: Lab., laboratory period; Lect., lecture period.

The College reserves the right, without further notice, to cancel any courses herein described, or to make any other changes in staff, fees, and courses which may be deemed necessary.

Spring term offerings listed for the year 1988–89 may be incomplete. Departments may be consulted about the possibility of other courses. Winter term information will be published and distributed separately.

INTERDEPARTMENTAL

ID 100 The Process of Writing Papers Fall

A writing workshop designed for students who would like to improve their writing and for students for whom English is a second language. We will concentrate on the process involved in writing a paper from freewrites about a topic, through drafts, to the final version. The creation and support of arguments, as well as grammatical points, will be emphasized. The thematic focus of the course will be concerned with the issues surrounding survival, both in a physical sense and a psychological sense. This course does not fulfill the College Writing requirement. Mrs. Pack

ID 101 The Process of Writing Papers Spring

Same as ID 100, above. Mrs. Pack

COLLEGE WRITING PROGRAM

After completing a Freshman Seminar, every student must elect, within the next two semesters, at least one course designated as a Writing Intensive course.

Writing Intensive courses are designed to continue developing and improving the skills of written communication addressed in the Freshman Seminars. They are taught in sections of limited enrollment, require frequent written assignments, and proceed through close revision of papers, class discussion of both particular and general problems of writing and, as necessary, individual conferences. Satisfactory completion of one of these Writing Intensive courses is a graduation requirement. Students who have completed one Writing Intensive course may elect a second, different course in the Program, space permitting. In 1988–89, the courses that satisfy the requirement include those listed below. For full descriptions see the entries under individual departments of instruction.

AMERICAN LITERATURE AND CIVILIZATION
AL 103A The American Short Story
AL 103B New York City in Literature

BIOLOGY
BI 111 Writing on Nature

CHEMISTRY
***CH 170 Chemistry for Citizens**

ENGLISH
EL 107 Journal and Essay
EL 160 The Structure of Nonfiction
EL 170 The Structure of Fiction
EL 175 The Structure of Poetry
EL 201 Chaucer, Shakespeare, Milton

FRENCH
FR 229 Introduction to French Prose

HISTORY
***HI 103 The Revolutionary Tradition**

PHILOSOPHY
***PA 150B Introduction to Philosophy**

PHYSICS
***PH 101 Physical Reality and Human Thought**

POLITICAL SCIENCE
PS 103 Patterns of Government: Introduction to Comparative Politics

RELIGION
RE 202 The Making of Modern Judaism

THEATRE, DANCE, AND FILM/VIDEO
***TH 130 Film Form and Film Sense**

Approved winter term courses when offered.

*Foundations Course

DIVISION OF FOREIGN LANGUAGES

In addition to courses offered in the departments of Classics, French, German, Italian, Russian, Spanish, and in the Program in Japanese, the Division of Foreign Languages offers the following courses which span the boundaries of its separate departments:

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 024 Speaking the Language Fall
Ms. Olinick

[*FL 201 Introduction to Linguistics]

[*FL 206 Thinking Linguistics]

[FL 211 Sociolinguistics]

[FL 212 Psycholinguistics]

[FL 213 Bilingualism]

[FL 225 Sound Patterns in Language]

[FL 295 Germanic Linguistics]

[FL 301 Romance Linguistics]

[FL 312 Introduction to Historical and Comparative Linguistics]

[FL 340 The Art and Craft of Translation]

For additional courses offered in English, see also:

***CS 133 Masterworks of Chinese Literature and Civilization** Spring
CS 216 Traditional Chinese Fiction Fall
CS 220 Modern Chinese Fiction Spring
[CS 225 Classical Chinese Poetry] Fall
CS 260 Introduction to Literary Theory and Criticism Fall
[*CL 121 The Classical Tradition of the Liberal Arts and Sciences]
***CL 131 History of Classical Greece** Fall
***CL 132 History of Rome** Spring
***CL 150 The Ancient Epic** Fall
***CL 152 Greek Tragedy** Spring
***CL 175 Greek Philosophy** Fall
CL 450 History of Classical Literature Spring
***FR 115 Realism: French Fiction from Stendhal to Proust** Spring
[*FR 120 Women Writers in France]
***IT 290 Dante** Spring
[IT 298 The Italians]
JA 216 Traditional Japanese Literature in Translation Fall
JA 220 The Novel and the Novelist in Modern Japan Spring
***RU 151 Russian Literature's Golden Age (1830–1880)** Fall
***RU 152 Russian Modernism (1880–Present)** Spring
RU 351 Dostoevsky Spring
[RU 352 Tolstoy]
[RU 353 Russian Theatre]
[RU 354 Chekhov]
[RU 356 Russian Literature of the 60's and 70's]

DIVISION OF NATURAL SCIENCES

[*NS 128 Cryptology: The Mathematics and Technology of Making and Breaking Secret Codes]

See FS 025 under Freshman Seminars.

*Foundations Course

AMERICAN LITERATURE AND CIVILIZATION

Professors: Stephen Donadio (chair), John McWilliams (on leave all year) *Assistant Professors:* John Gilkeson (Dana Faculty Fellow in American Civilization, on leave all year), Joanne Jacobson, Karl Lindholm, Brett Millier *Visiting Assistant Professor:* Kenneth Myers *Visiting Instructor:* Pamela Schirmeister

The department offers two different majors, one in American Literature and one in American Civilization, each of which has its own set of requirements and its own director. The American Literature major, directed by Professor Donadio, provides an opportunity for the intensive study of American literature in the context of American history or of creative writing. The American Civilization major (formerly called American Studies), directed this year by Professor Jacobson, involves study of a wide range of developments in American culture through a series of courses offered by at least seven different participating departments.

Students interested in pursuing studies in the Department of American Literature and Civilization should choose one of the two available majors by the end of their sophomore year. Transferring from one major to the other is permissible so long as the student is prepared to meet the requirements for the new major.

AMERICAN LITERATURE

The American Literature major is expected to develop an understanding of the nation's principal writers and movements as they have developed historically. This program of study within the department emphasizes the systematic study of American literature, in the broader context of the culture as a whole, from its colonial origins to the present day.

Required for the major: Fourteen courses for all majors, including AL 201, 202, and 203, AL 450, four other one-semester literature courses in the department, and the two seminars in the Senior Program. The remaining four courses may be fulfilled in one of two ways. Students pursuing the study of American literature in its historical context will normally take two courses in American history (HI 203–204 are especially recommended) and two courses in a non-American literature (EL 201 and EL 213 are especially recommended). Students who wish to pursue a creative writing specialization may take four courses in the creative writing sequence offered by the English Department.

The Senior Program consists of a fall term seminar (AL 704), and a winter term seminar culminating in a one-hour oral general examination. The oral examination is based upon a list of readings required of all majors.

Honors Program: Departmental Honors are awarded on the basis of a senior thesis. To qualify as a candidate for Honors, one must have had an average of B+ or better for previous work in the department. During the spring of the junior year, in consultation with the faculty adviser and with departmental approval, the student will select a topic for independent investigation. During the senior year, he or she will take AL 700 (Senior Research) in the fall and spring semesters. Creative Writing theses will be supervised by the faculty in Creative Writing.

An oral examination will be given on the completed thesis. The examination will be administered by three faculty members, one of whom will ordinarily be from outside the department. Highest Honors will be granted for a grade of A, High Honors for a grade of A− and Honors for a grade of B+. For Honors in any of these categories the student must also have a final average of B for all course work in the department and a minimum of B on the General Examination.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 017 The Idea of the Midwest in Twentieth Century America Fall
Ms. Jacobson

FS 021 Literary California Fall
Ms. Millier

FS 056 American Drama: Texts, Films, Contexts Spring
Mr. Bertolini

COLLEGE WRITING PROGRAM

AL 103 satisfies the College Writing requirement. For full description of the College Writing Program, see p. 117.

AL 103A The American Short Story Spring
Ms. Schirmeister

AL 103B New York City in Literature Spring
Mr. Myers

AL/EL 113 Visions of Nature Spring

See English department listings for description.
Mr. Elder

AL 201 American Literature: 1620–1830 Fall

A study in the growth of American literature from the era of the Puritans through the era of early Romantic authors. Emphasis on Bradford, Taylor, Edwards, Franklin, Irving, Cooper and Poe. Open to all majors in American Literature and Civilization. Limited to 70 students. (Freshmen admitted only with instructor's permission during first week of classes.) Mr. Myers

AL 202 American Literature: 1830–1865 Spring

A study of the six authors who comprise the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. Open to all majors in American Literature and Civilization. Limited to 70 students. (Freshmen admitted only with instructor's permission during first week of classes.) Ms. Schirmeister

AL 203 American Literature: 1865–1940 Spring

A study of the major authors of the period, including Twain, James, Stephen Crane, Henry Adams, O'Neill, Frost, Eliot, Stevens, Hemingway, Fitzgerald, and Faulkner. Open to all majors in American Literature and American Civilization.

Limited to 70 students. (Freshmen admitted only with instructor's permission during first week of classes.) Ms. Jacobson

AL/AC 220 Topics in American Civilization Fall

See American Civilization listings for description. Mr. Donadio

[AL 240 American Autobiography]

[AL 260 Fiction by American Women]

AL 301 The American Novel: I Fall

The development of the American novel in the 19th century, including work by Brockden Brown, Cooper, Hawthorne, Stowe, Melville, Twain, Howells, James, Norris, Wharton and Crane. (Open to juniors and seniors only.) Ms. Millier

AL 302 The American Novel: II Spring

The development of the American novel in the 20th century, including fiction by Dreiser, Hemingway, Fitzgerald, Faulkner, West, Wright and Bellow. (Open to juniors and seniors only.) Mr. Donadio

AL 306 American Poetry: 1620–1920 Fall

American poetry from the Puritans to the first generation Moderns. Particular attention will be paid to works by Anne Bradstreet, Edward Taylor, R.W. Emerson, Walt Whitman, Ezra Pound and T.S. Eliot. Close reading will be encouraged by the assignment of numerous short papers. Mr. Myers

AL 307 American Poetry: 1920–Present Spring

A study of four modernist poets and their postmodern inheritors, with particular attention paid to issues of influence and the changing concept of the poet's public voice. Works by Stevens, Williams, Frost and Auden: Bishop, Rich, Ammons and Lowell. Staff

***AL/EL 309 Contemporary Literature**

See English department listings for description. Mr. Parini

[AL/AC 340 Regionalism]

AL 355 Black American Literature Spring

An introduction to the major works of Afro-American narrative. Books will include slave narratives by Olaudah Equiano, Harriet Jacobs and Frederick Douglass; Wright's *Native Son*; Ellison's *Invisible Man*; and recent novels or plays by Alice Walker, Toni Morrison and August Wilson. Topics will include the social construction of racial and gender differences, music as a carrier of African traditions, and narrative as a device for the creation of a personality. Mr. Myers

[AL/AC 420 American Culture: 1941–1961]

AL 450 Seminar in Major Authors Fall, Spring

Intensive study of a single author or two closely related authors. Readings will include secondary sources. A lengthy term paper will be required.
Fall: Hawthorne Ms. Schirmeister
Spring: James and Wharton Ms. Millier

AL 500 Special Research Fall, Spring

Individual research upon a topic not covered in regular course offerings. (Permission of the instructor.) Staff

AL 700 Senior Research Fall, Spring

For seniors who are candidates for departmental honors. In order to complete thesis requirements, students will take AL 700 during both semesters of their senior year.

AL 704 Senior Seminar Fall

Group discussion of selected works related to the required reading list for majors. Regular oral presentations and written work required. The topic for 1988 will be 20th century fiction. Ms. Schirmeister

N.B.: During winter term, all senior majors will take a review seminar culminating in an oral general examination to be held at the end of January.

AMERICAN CIVILIZATION

Majors in American Civilization are expected to develop a broad awareness of a wide range of developments in the nation's cultural life. This major offers the possibility of an interdisciplinary approach to the study of American culture as that culture manifests itself in significant historical events, in institutions, in the arts, and in general philosophical ideas and values.

Students are expected to achieve a certain range and depth in their studies by completing specific courses in the various participating departments (see Section I below). They are further expected to integrate and focus their studies: first, through advanced work in an interdisciplinary major field (see Section II); and second, through the American Civilization Seminars and the Senior Essay or Honors Thesis (see Section III).

Freshmen considering an American Civilization major should think seriously about the fact that an interdisciplinary major can be more, not less, demanding than one in a single discipline. A considerable amount of initiative and self-direction is expected of students in the Program, especially in the fulfillment of the senior thesis requirement.

Ms. Jacobson is Director of the major in American Civilization. Students seeking information or advice concerning American Civilization should consult Ms. Jacobson or any of the following advisers: Ms. Bellows (History), Ms. Cook (Music), Mr. Cornwall (Economics), Mr. Davis (Political Science), Mr. Donadio (American Literature and Civilization), Mr. Ferm (Religion), Ms. Mayer (Geography), Ms. Nelson (Sociology/Anthropology), Mr. Perry (Theatre, Dance and Film/Video), Mr. Wilson or Mr. Andres (Art). In the completion of their course work and research, majors in American Civilization are encouraged to seek advisers outside the faculty of the department itself.

Eighteen courses in three categories listed below are required for the major. Since the character of the program of study is interdivisional, students majoring in American Civilization are not required to take a College concentration.

REQUIREMENTS FOR THE AMERICAN CIVILIZATION MAJOR

I. Courses required of all students (5)

1.	**HI**	**203**	**United States History: 1492–1861**
2.	**HI**	**204**	**United States History: 1861–1945**
3.	**AL**	**202**	**The American Renaissance**
4.	*One of the following:*		
	AL	**201**	**American Literature: 1620–1830**
	AL	**203**	**American Literature: 1865–1940**
	AR	**207**	**American Art**
	AR	**211**	**American Design**
	MU	**326**	**Music in America**
	PA	**222**	**American Philosophy**
	PS	**102**	**American Political Regime**
	PS	**104**	**American Political Processes**
	RE	**220**	**The Shaping of American Religious Life**
	SA	**343**	**American Community Studies**
	SA	**390**	**Sociology of Women**
	SA	**367**	**Afro-American Anthropology**
5.	**AC**	**220**	**Topics in American Civilization** *or*
	AC	**330**	**Studies in American Civilization**

II. Interdisciplinary major field (9)

A. *Six* courses will be chosen from a list of department-designed major fields (see list which follows). Students may also petition for approval of self-designed major fields; self-designed fields, constructed either thematically or chronologically, must be approved by the end of the first week of fall semester classes of the junior year. Students must select courses from at least three different departments in completing the requirements of the major field. Department-designed major fields include:

Early America
Nineteenth-Century America
Twentieth-Century America
The Fine Arts in America
Women and Minorities in America
American Institutions
The American Environment
American Intellectual History
Urban and Economic America

B. Students must select *three* courses, pertinent to their interdisciplinary major field, which concern a culture or cultures outside the U.S. (e.g., for Twentieth-Century America, GG 210 [Development]; PS 225 [Comparative Politics: Western Europe]; RU 152 [Russian Lit. 1880–]; HI 336 [Modern Japan]; HI 238 [Modern Middle East History]; HI 286 [Modern Latin American History]; FR 313 [Topics and Problems in Contemporary French Civilization]). These three courses must be approved by the Program Director no later than the fall semester of the junior year.

III. Advanced Studies (3–4)

AC	**400**	**Junior Seminar in American Civilization (Fall)**
AC	**700**	**Senior Essay (Fall)** *or* **Senior Honors Thesis (Fall, Winter)** Note: To qualify as a candidate for Honors, one must have had an average of B or better for previous work in the major.
AC	**704**	**Senior Seminar in American Civilization (Spring)**

MAJOR FIELDS IN AMERICAN CIVILIZATION

Each of these fields may also include appropriate courses approved by departmental advisers.

EARLY AMERICA

AL	201	American Literature: 1620–1830
AL	306	American Poetry to 1920
HI	361	Colonial America
HI	362	The Era of the American Revolution
PS	102	The American Political Regime
RE	306	The Puritan Tradition in America

NINETEENTH-CENTURY AMERICA

AL	301	The American Novel: Nineteenth Century
AL	203	American Literature: 1865–1940
AR	407	Seminar in American Art: Winslow Homer
HI	363	Jeffersonian and Jacksonian America
HI	364	Civil War and Reconstruction
HI	365	Victorian America
HI	366	American Frontiers

TWENTIETH-CENTURY AMERICA

AC	220	American Culture: 1919–1929
AC	330	American Culture: 1929–1941
AC	420	American Culture: 1941–1961
AL	302	The American Novel: Twentieth Century
AL	203	American Literature: 1865–1940
AL	307	Twentieth-Century American Poetry
AL	450	Major Authors: Hemingway
AR	302	Twentieth-Century Painting and Sculpture
AR	308	Late Modern Art
AR	403	Seminar in Modern Architecture
GG	211	Economic Geography
GG	212	Urban Geography
GG	230	Social Aspects of Environmental Issues
HI	367	Twentieth-Century America: 1920–1948
HI	368	Twentieth-Century America: 1948–present
PS	208	The Politics of the U.S. Congress
PS	306	American Constitutional Law: Individual Rights
PS	314	American Urban Politics
PS	425	Seminar on the American Presidency
RE	307	Three Americans: James, Dewey, Niebuhr
SA	307	Sociology of Education
SA	316	Sociology of Youth
SA	344	Urban Sociology
SA	367	Afro-American Anthropology
SA	385	Sociology of Medicine
SA	387	Sociology of Law
SA	388	Deviance
TH	234	American Film Genres
TH	236	Television as Culture

THE FINE ARTS IN AMERICA

AR	207	American Painting
AR	211	American Design
AR	302	Twentieth-Century Painting and Sculpture
AR	308	Late Modern Art
AR	403	Seminar in Modern Architecture
MU	326	Music in America
TH	216	American Drama
TH	234	American Film Genres
TH	235	Television as Culture

WOMEN AND MINORITIES

AL	260	Fiction by American Women
AL	355	Black American Literature
GG	412	Women in the City
HI	371	Black History
RE	290	Feminism and Religion: Gender Analysis in the History, Theology and Sacred Writings of the West
SA	191	Introduction to Women in Social Thought
SA	321	Native Peoples of North America
SA	367	Afro-American Anthropology
SA	370	Sociology of Inequality
SA	388	Deviance
SA	390	Sociology of Women

AMERICAN INTELLECTUAL HISTORY

AL	201	American Literature: 1620–1830
PA	222	American Philosophy
HI	405A	Great American Historians
PS	305	Constitutional Law: The Federal System
PS	306	Constitutional Law: The Bill of Rights
RE	220	The Shaping of American Religious Life

RE 306 The Puritan Tradition in America
RE 307 Three Americans: James, Dewey and Niebuhr
SA 205 Topics in Social Thought: Stability and Change

THE AMERICAN ENVIRONMENT
AL 340 The American Wilderness
AR 314 America: The Visual Environment
AR 407 Seminar on Winslow Homer
EC 365 Environmental Economics
EL/AL 113 Visions of Nature
GG 225 Surface Water Resources and Development
GG 260 Social Aspects of Environmental Issues
PA 190 Ethics and the Environment

URBAN AND ECONOMIC DEVELOPMENT IN AMERICA
AL 203 American Literature: 1865–1940
EC 100 Introduction to Economics
EC 150 Introductory Economics (Macro)
EC 155 Introductory Economics (Micro)
EC 310 Economics of Investing in Securities
EC 320 The Corporation
EC 360 Urban/Regional Economics
EC 465 Public Policy Toward Business
EC 475 Monetary Theory and Financial Institutions
EC 485 Labor Economics
GG 211 Economic Geography
GG 212 Urban Geography
GG 412 Women in the City
PS 314 American Urban Politics
SA 344 Urban Sociology

AMERICAN INSTITUTIONS
EC 100 Introduction to Economics
EC 310 Economics of Investing in Securities
EC 320 The Corporation
EC 365 Environmental Economics
EC 437 The Political Economy of Capitalism
EC 455 Industrial Strategies
EC 475 Monetary Theory and Financial Institutions
PS 208 Congress
PS 305 American Constitutional Law: The Federal System
PS 306 American Constitutional Law: Individual Rights
PS 410 Political Parties and Interest Groups
PS 425 The Presidency
RE 220 The Shaping of American Religious Life
RE 308 Seminar in American Religious History
SA 307 Social Movements and Collective Action
SA 315 Sociology of Education
SA 341 Work, Leisure and Sport
SA 385 Medical Sociology
SA 387 Sociology of Law

AC/AL 220 Topics in American Civilization: American Culture in the 1960s

Fall

An exploration of cultural patterns emerging in a decade characterized by continuing turbulence and radical change in all areas of American life. The course will focus on significant developments in popular culture, the visual arts, literary form, and political expression. Among the topics to be considered are the presidential campaigns of 1960, 1964, and 1968, the U-2 incident, the Berlin crisis, the Cuban missile crisis, the Bay of Pigs episode, the space program, the Civil Rights movement, the Black Power movement, the Vietnam War protests, student uprisings, the Woodstock phenomenon, the ascendance of Pop Art and minimalism, and the assassinations of John F. Kennedy, Malcolm X, Martin Luther King, and Robert Kennedy. In addition to regular class meetings, this course requires attendance at weekly screenings of a wide variety of documentary and fiction films relating to the period. Independent research and several papers will be required. Readings will include works by Saul Bellow, Norman Mailer, Joseph Heller, James Baldwin, Malcolm X, John Updike, Thomas Pynchon, Walker Percy, Robert Lowell, Allen Ginsberg, John Ashbery, Tom Wolfe, and Joan Didion. Enrollment limited to 35. Mr. Donadio

AC/AL 330 Studies in American Civilization: Conflicts of Power in the U.S. Since Watergate

Spring

This course will approach "culture" in the U.S. since the 1974 Watergate break-in as a set of conflicts over power. We will examine specific events, like the racial violence at Howard Beach and like the Iran-Contra affair, in which such conflicts have found climactic expression. And we will examine texts which dramatize problems – like the farm crisis; the AIDS epidemic; immigration and bilingualism; feminism and the family; American isolationism and the rhetoric of decline; cultural literacy; religious fundamentalism – around which such contests over territory and authority have congealed. Material for the course will include fiction, autobiography, journalism, film and television. Enrollment limited to 35. Ms. Jacobson

[AC/AL 340 Regionalism: American Wilderness]

AC 400 Seminar in American Civilization (Junior Year) Fall

An introduction to the theories and methods of American Civilization and their application to a particular theme or period in American culture. Ms. Jacobson

N.B.: AC 400 is of crucial importance in the American Civilization track. American Civilization majors who hope to take a semester abroad, or to transfer for a semester, should plan on doing so only during the spring semester of their junior year.

[AC/AL 420 American Culture: 1941–1961]

AC 500 Independent Study Fall, Spring Staff

AC 700 Senior Essay/ Senior Thesis Fall, Winter

For students who have completed AC 400 and thus qualified for the Senior Program. Under the guidance of one or more appropriate faculty members, each senior will complete research leading toward either a one-term, one-credit interdisciplinary senior essay or a two-term, two-credit interdisciplinary honors thesis on some aspect of American culture. The essay is to be submitted no later than the last Thursday of fall term; the thesis is to be submitted no later than the last Thursday of winter term. Staff

AC 704 Seminar in American Civilization (Senior Year) Spring

This year research and discussion will focus on the transformations produced by television in American cultural life over the past four decades. Among the topics to be considered are the ways in which the medium has affected prevailing conceptions of coherence and continuity, its influence on behavior and on historical events, its relation to the demands of advertising, its implications in the area of education, and its impact on the concerns and ambitions of artists. Open to senior majors in American Civilization, and to non-majors with permission of the instructor. Mr. Donadio

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*Foundations Course

ART

Professors: Glenn Andres, David Bumbeck, John Hunisak *Associate Professors:* Eric Nelson, Christopher Wilson *Assistant Professors:* James Butler, John Huddleston, David Napier, Kirsten Powell, Richard Saunders (College Curator) *Visiting Instructor:* Jen-Mei Ma *Artist-in-Residence:* Suzanne Bocanegra

The Art Department is dedicated to the idea that the study of the visual arts (both in studio and in art history) can serve as a rewarding framework about which to build a liberal arts education.

Beginning work is required in both areas of the department: AR 101, Introduction to Art and Art History, and AR 209, 210, Studio Art I and II. Satisfactory completion of these courses qualifies a student for the major, which may then be completed in any of three ways:

Art History Emphasis: Five additional courses of choice in art history (two of which must be devoted to art before 1800 or non-Western art); AR 400 (which must be taken previous to the commencement of the senior thesis and is recommended before any foreign study); and two terms of AR 710 (senior work), during fall and winter, in order to write a senior thesis. AR 325, Special Problems in Art History, will be offered on a rotating basis with different faculty members offering a variety of "problems" which are methodological in focus; it is strongly recommended that all art history majors take one of these offerings. *Recommendation:* Graduate schools of art history require students to pass reading examinations in both French and German.

Studio Emphasis: Four additional studio courses and four additional courses in the history of art, plus senior work, which consists of three terms of AR 720 to carry out a sustained studio project. All senior studio majors are required to present an exhibition of their work during their senior year.

Architecture Emphasis: Four additional courses in the history of art and two additional studio courses, and two terms of AR 730 (senior work), during fall and winter, in order to design an architectural project. *Recommendation:* Graduate schools of architecture expect candidates to have taken two semesters each of math and physics.

Honors: B+ or higher in senior work, plus cumulative departmental average (including senior work) of 6.3 or higher.

Categories of honors are based upon cumulative departmental averages as follows:

6.3 or higher	Honors
7.5 or higher	High Honors
8.1 or higher	Highest Honors

Teacher Training: Students interested in teacher training in art should consult with the chairmen of the Teacher Education Program and the Art Department.

International Major: AR 101 or 103, AR 400, at least one course relating to the art of the language country; two art history courses at a Middlebury School Abroad or an approved equivalent; senior thesis and an advanced course in the Language Department. Minimum of ten courses.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 030 Our Fiery Trial: An Interdisciplinary Examination of the American Civil War Fall

Mr. Wilson

*AR 101 An Introduction to Art and Art History Fall

This course serves as an introduction to the study of painting, sculpture, and architecture from cave painting to contemporary art. By examining major monuments of the Western and non-Western traditions, our aim will be to consider a variety of works of art and architecture as independent statements and as works that belong to a specific place and moment in time. Issues of form, style, and iconography will be addressed, with particular emphasis on their relationship to historical and cultural circumstances. Two lectures and one discussion per week. Mr. Andres, Mr. Napier, Ms. Powell

AR 103 Introduction to Far Eastern Art Spring

As an introduction to the art of the Far East, this course will examine the painting, sculpture, architecture, and decorative arts of India, Southeast Asia, China, and Japan. Works of art will be studied in terms of style, iconography, and social and historical context. Two lectures and one discussion per week. Ms. Ma

AR 115 Introduction to 'Primitive' Art Spring

An introduction to ethno-aesthetics and the traditional arts of small-scale, non-western societies. The course concentrates on a number of different geographic areas and uses them to isolate general methodological issues. In addition to considering the obvious problem of why certain traditions have been wrongly labelled primitive, the course will focus on such specific topics as the depletion of the exotic, the role of the artist in other cultures, the uses of art in ritual, and the presentation of the self through art. Mr. Napier

AR 200 Renaissance Architecture Fall

A selective survey of Renaissance architecture from the 14th through the 16th centuries, stressing major monuments, masters, concepts and styles. Mr. Andres

[AR 201 Italian Renaissance Painting and Sculpture]

AR 202 Modern Art Spring

A survey of painting and sculpture from Post-Impressionism to the present. In addition to study of the artistic development of major figures and movements, attention will be paid to the political, social, and literary contexts to which the masters of modernism belong. Emphasis will also be placed on artists' and critics' statements about developments in modern art. Ms. Powell

AR 207 American Painting: 1750–1900 Fall

A survey of American Painting focusing upon the major painters and themes of the 18th and 19th centuries. The course will examine the development of history, landscape and genre painting. In addition to these broader themes, we will focus upon some of the great post-Civil War painters including Winslow Homer, Thomas Eakins and Albert Pinkham Rider. Mr. Wilson

AR 209 Studio Art I Fall

A complete and thorough basic drawing course. Mediums used will be pencil, charcoal, conte crayon, and pastel. Work will be done from observation and invention. Line, perspective, value, composition, and introduction to color will be discussed. Assignments will involve students not only with the formal and technical aspects of drawing, but also with the idea of drawing as an individual means of expression. No prior drawing experience is assumed or expected. Required of all art majors. Junior and senior non-majors will be wait-listed in the order of their requests at registration and places assigned to them after art majors have been accommodated. Students are required to take AR 210, in order to receive credit for AR 209. Each section limited to 22 students.

Mr. Bumbeck, Mr. Nelson, Mr. Butler, Mr. Huddleston

AR 210 Studio Art II Spring

A continuation of AR 209 which is split into two six-week segments. In the first segment we will introduce three-dimensional concepts with the media of clay, cardboard, plaster and mixed materials. In the second segment we will introduce applied color theory through the medium of casein paint.

Mr. Bumbeck, Mr. Huddleston, Mr. Butler, Mr. Nelson

[AR 211 American Design]

AR 216 Art of the Middle Ages Spring

A survey of European art and architecture from the fall of Rome to the late thirteenth century. Among the topics to be discussed are: Irish monasticism and its art forms, Romanesque art and architecture, and the great Gothic cathedrals of Chartres, Bourges, Paris, Reims and Amiens. In addition to examining the structural principles of Romanesque and Gothic architecture, we will discuss the development of medieval sculpture and iconography. Other topics to be considered are the design of stained glass windows, illuminated manuscripts, and late medieval tapestries.

Mr. Wilson

[AR 218 History of Photography]

AR 219 Ancient Art Spring

Architecture, painting, and sculpture in Egypt, the ancient Near East, and Greece to the rise of the Roman Empire will be examined as products of their cultures and for the development of attitudes and processes basic to our Western artistic tradition. Mr. Andres

[AR 301 Modern Architecture]

AR 302 Baroque Art: Painting, Sculpture and Architecture of Seventeenth Century Rome Fall

During the period to be considered, Rome was the undisputed capital of the art world. From the vast projects of Pope Sixtus V to the death of Bernini, we will investigate the richness, diversity and splendor of artistic creation under a Church Triumphant. Mr. Hunisak

[AR 304 Northern Baroque Art]

AR 305 Painting and Sculpture of Nineteenth Century Europe Spring

During the 19th century, Paris was the capital of the art world, and the structure of this course will be based upon that central, undeniable fact. From the revolutionary 1780's until the Exposition Universelle of 1900, we will consider 19th century painting and sculpture primarily as a Parisian phenomenon, with detours to other countries and cultural centers whenever appropriate.

Mr. Hunisak

AR 306 Masterpieces of Chinese and Japanese Painting Spring

Using a selected group of masterpieces of Chinese (emphasis will be placed on the major painting traditions of Song, Yuan, Ming and Qing dynasties) and Japanese (from Heian through Kamakura and Muromachi into Edo Periods) painting as basic materials, this course aims at an in-depth discussion of Chinese and Japanese paintings in the light of their aesthetic, historical and cultural context.

Ms. Ma

AR 307 The Art of the City Spring

A study of man's most complex and critical physical monument. The city (historical and "ideal") will be surveyed from antiquity to the present in an investigation of its changing purposes, elements and organization. Mr. Andres

AR 308 Late Modern Art Fall

An investigation of the leading figures and movements in American modernism. Although we will consider developments in painting and sculpture from the Armory to the present, special emphasis will be placed on the period between 1945 and 1980. Attention will be placed on the theoretical issues that have influenced such directions as Abstract Expressionism, Color Field Painting, Pop Art, Assemblage, Minimal Art, Photo- and Super-Realism, Conceptual Art, and other recent developments.

Ms. Powell

AR 309 Painting Fall

Painting with the emphasis on structuring of pictorial space in representational and non-representational or abstract conceptions. Use of new and traditional media. Limited to 15 students. (AR 209 and AR 210.) Mr. Butler

AR 310 Painting Spring

A continuation of AR 309. Mr. Butler

[AR 312 Roman Art]

AR 315 Printmaking Fall

Studio instruction in traditional and contemporary methods of intaglio printmaking. Critical emphasis on monochrome imagery augmented by extensive slide lectures providing the student with a thorough background in recent developments in the intaglio media. Limited to 15 students. (AR 209 and AR 210.) Mr. Bumbeck

AR 316 Printmaking Spring

Continued instruction in the intaglio medium incorporating the collagraph method and the full range of color methods including ink viscosity, multiple plate and relief color printing. (AR 315.)

Mr. Bumbeck

[AR 317 Film and Modernism in the Arts]

AR 319 Sculpture Fall

An introduction to sculpture. Our goal will be to gain experience in intelligent expression or communication of ideas in three dimensional form. Instruction will be offered to introduce the student to the technical and conceptual developments within the discipline, both in its traditional and current practice. This instruction will include but not be limited to modeling, mold-making, casting, carving, and construction in wood and metal in figurative and non-figurative forms of expression. (AR 209 and AR 210.) Limited to 15 students. Mr. Nelson

AR 320 Sculpture Spring

A continuation of AR 319. Students will pursue expression in three-dimensional form with a greater concentration in a specific area or exploration of new techniques and concepts. Mr. Nelson

[AR 321 Indian and Indonesian Art]

[AR 322 Eighteenth Century Art and Architecture]

AR 325 Special Problems in Art History: Biography of Artists as Art Historical Method Fall

From the Renaissance onward, art history was often equated with "lives of the artists," but the use of biographical evidence in art historical writing has frequently been regarded with suspicion during the 20th century. Recently there has been a resurgent interest in incorporating evidence and insights gleaned from the biographies of artists to illuminate the meaning of art works. This recent trend will be the focus of this course. Among the artists whose work will be scrutinized in the light of biographical evidence will be Donatello, Michelangelo and Bernini, as well as Watteau, Rodin, Van Gogh, Cezanne, and O'Keeffe. Mr. Hunisak

AR 327 Photography Fall

An introduction to the discipline. Exploration of traditional and contemporary photographic expression, including portraiture, landscape, street, and collage. Some study of the history of photography. Basic camera and darkroom techniques. Limited to 15 students. (AR 209 and AR 210.) Mr. Huddleston

AR 328 Photography Spring

A continuation of AR 327. Mr. Huddleston

AR 331 Special Topics in Studio: Collage and Assemblage Fall

Investigation of non-traditional materials to be used in collage and assemblage. Course will address how these materials (fimo, wax, wires, found objects and others) will be used in relation to existing ideas of drawing, painting, and sculpture. Resourcefulness and invention will be stressed in working methods and assignments. (AR 209 and AR 210.) Limited to 15 students. Ms. Bocanegra

AR 332 Special Topics in Studio: Relief Sculpture Spring

An experimental approach to the study and practice of relief sculpture, a fascinating hybrid between two-dimensional, pictorial art and sculpture in the round. Investigations will center on a study of historical precedents from ancient to modern times and experimentation in a variety of media to include but not be limited to clay, plaster, cardboard, wood, and steel. Limited to 15 students. (AR 209 and AR 210.) Mr. Nelson

AR 400 The Art Work and the Word Spring

This seminar course is geared to the needs of art history majors and is required of them. Our focus will be the role of verbal commentary (artists' statements, critical and historical writings) in the interpretation of art works, as well as the procedures by which one locates such information and uses it in the construction of art historical arguments.

The problems encountered in art historical research and writing will be discussed at length, and—through a series of projects—students will have the opportunity to develop their expertise. In this manner, the course serves as preparation for independent senior work in art history, AR 710.

The department strongly recommends that this course be taken before any study abroad and welcomes sophomore students who have decided on the art history major, even though most students will elect to take it during spring of their junior year. Mr. Hunisak

[AR 401 Seminar in Modern Art]

[AR 403 Seminar in Modern Architecture]

AR 405 Seminar in Baroque Art: The Life and Work of Rembrandt Spring

This course will focus upon the 17th century Dutch painter Rembrandt van Rijn. After surveying his life and work, we will examine many of his great masterpieces including "The Night Watch," "The Anatomy Lesson of Dr. Tulp" and "The Syndics." Special attention will also be given to his lifelong fascination with certain religious themes and his remarkable series of self-portraits. Limited to 12 students. Mr. Wilson

[AR 407 Seminar in American Art]

[AR 409 Art Museums: Theory and Practice]

[AR 410 Seminar in Iconography]

Guidelines for independent work in Art History and Studio Art

1. Under no circumstances will anyone be allowed to register for AR 710, AR 720 or AR 730 unless his or her adviser's signature is on the official registration card. Advisers will sign cards only after a discussion concerning planned senior work. No change of advisers, topics or projects will be allowed subsequently without signed approval of a student's adviser(s) and the department chair.

   Senior work (either an art history thesis or a sustained studio project in one medium—painting, sculpture, drawing or printmaking) can only be done in an area in which a student has already taken course work on the college level.
2. Independent projects (AR 510 or 520) can be undertaken only in areas in which students have done previous work on the college level and have demonstrated that mastery of the scholarly material or artistic medium is sufficient to justify independent study. In certain rare instances, exceptions to this rule will be allowed. For example, a student with sufficient art historical background who wishes to pursue an area of inquiry which is not covered in the normal curriculum might undertake an AR 510 project in preparation for senior work.

Administration of approvals for independent work on the 500 level

Each student must find an adviser to sponsor his or her project and submit a written proposal for consideration and approval by the entire art faculty. In the case of studio proposals students must indicate their previous experience in the study of studio art, the precise nature of the project and the work which will result from the semester's endeavor. For art history proposals, students must indicate previous art historical study, the precise nature of the problem they wish to investigate, a bibliography of works to be used in the study and the kind of written work that will result.

All students enrolled in AR 520 or AR 720 must keep Tuesday evenings free for bi-monthly critical sessions with the studio art faculty. These sessions are required, and no exceptions or exemptions can be made.

AR 510 Advanced Studies in Art History

Supervised independent work in art history. Staff

AR 520 Advanced Studies in Studio

Supervised independent work in studio. Studio independents are required to attend regular group critiques with the studio art staff and the other senior studio independents. Staff

AR 710 Senior Independent Study in Art History

Research and presentation of a two-term thesis in a subject area of choice, but in which the student has a demonstrated competence. (AR 400.) Staff

AR 720 Senior Independent Study in Studio

Three terms of supervised independent work. All senior studio art independents will meet for regular group critiques with the studio art staff and other senior studio independents. Staff

AR 730 Senior Independent Study in Architectural Design

Preparation and presentation of a two-term design thesis. Staff

*Foundations Course

BIOLOGY

Professors: George Saul, Christopher Watters (chair) *Associate Professors:* C. Randall Landgren, Tom Root *Assistant Professors:* Sallie Sheldon, Pamela Small, Stephen C. Trombulak *Assistant:* H. Peter Wimmer

The breadth of faculty interests in the Department of Biology is unique among comparable institutions. Our curriculum is built around three major areas of biology: cellular and molecular biology, organismic biology, and field and population biology. The major requires an introduction to each area, while in the upper level classes we offer a variety of courses in each area. Students majoring in biology plan their programs in close consultation with department advisers. This provides students the maximum flexibility in preparing for graduate studies, medical school, teaching, or other careers.

The department is well-equipped to offer laboratory and field courses across the curriculum. Our courses introduce students to modern theory and techniques. We take pride in our innovative approaches in the laboratory and in the availability of the faculty to students. In the laboratory and the field, students work in small groups directly with the faculty. Seniors frequently do independent research with the faculty, sometimes producing professional publications. Departmental Honors are given to students who meet the general college requirements and who complete an outstanding independent project of at least two-terms duration (see Honors program).

The location of the College, with thousands of acres nearby owned by the College or within the Green Mountain National Forest, provides excellent opportunities for field studies. The College's High Pond Nature Reserve, encompassing a complete watershed, provides many unique opportunities for research. The department also participates actively in interdisciplinary majors in environmental studies and northern studies.

The courses below preceded by a "†" are available with or without the laboratory to concentrators and students seeking elective or foundations credit. Majors and joint majors must take these courses with the laboratory.

The major includes BI 125 or BI 175, BI 190 (not required of students entering the College prior to the fall of 1985), BI 250, 7 elective courses within the department, and 4 cognate courses from chemistry (excluding CH 110, CH 170, and CH 172), physics (excluding PH 101, 145, and 155), mathematics, or PY 301. At least 5 electives must be chosen from the BI 201 to BI 490 (BI 190 to 490 for students entering before the fall of 1985) sequence; the remaining 2 may include independent study (BI 500 or BI 600), BI 555 credit and a unit from the winter term offerings designated for major credit.

Joint majors with chemistry and with psychology are available for students wishing to study aspects in two fields without taking all the prescribed courses of a major in either. Joint major programs with other departments can be arranged to suit the needs of a student.

For good and sufficient reason, a student may take courses at another institution toward fulfillment of the major requirements. A maximum of three biology courses taken off-campus may be credited toward the completion of the major (two toward the completion of a joint major). For students matriculating as first term freshmen, transfer courses must be beyond the introductory level and may not include equivalents of BI 125 or BI 175, BI 190, or BI 250. When a course is offered at Middlebury with a lab or prerequisites, an equivalent off-campus course must also include a lab or prerequisites. Each transfer course must be approved by the department chairman prior to the enrollment of the student in the course.

Students planning careers that require graduate or professional training (including medical schools, veterinary schools, and dental schools) should be familiar with the subject matter in CH 103, CH 104, CH 241, MA 112, and PH 109. Some graduate schools and most medical school programs require additional courses in chemistry, math and physics (See Pre-Medical Program).

The department admits a limited number of graduate students as candidates for the degree of Master of Science in Biology. Degree requirements include at least one year in residence at the College, nine courses (at least six from the department, three of which must be research credits), a minimum grade of B− in each course, participation in laboratory instruction and preparation, attendance at departmental seminars, and a thesis with public presentation and defense before a committee. All work toward the degree must be completed within five years. Please send for a detailed description of the program.

Required for the major: BI 125 or 175, 190, 250, 7 electives in biology (5 from BI 201 to 499), and 4 cognates. Required for joint biology/chemistry major—see description under Department of Chemistry. Required for joint biology/psychology major—see description under Department of Psychology.

Honors program: Students with an average of 3.0 or better in department courses other than BI 500 and BI 600 may apply for departmental honors after one term of independent study (BI 500). Honors will be given for an independent project of superior quality (at least a B+) of at least two terms duration. The honors project must result in the preparation of a thesis, a public presentation of the research, and an oral defense of the thesis before a committee of at least three faculty members.

Proficiency Examination: AP credit (equivalent to having passed BI 125, but not satisfying the foundations requirement) is granted for a 5 on the College Board Advanced Placement Examination in Biology. It is also possible to be exempted from BI 125 (without college credit) by the departmental proficiency examination. This examination is offered during the freshman weeks in September and February. Exemption by the departmental examination does not reduce the total *number* of required courses for the major, joint major, or concentrator.

Premedical, Predental, Preveterinary Requirements: See page 90.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 028 Human Nutrition: Concepts and Controversies Fall
Mr. Watters

[BI 102 Science In Science Fiction]

BI 111 Writing on Nature Spring

This course will search for a common thread in Pliny, Mendel, Darwin, Craven, Dillard, Hoagland, Muir, McPhee, and Curtis. The application of a structured, expository approach to writing about nature will be examined. Readings will be drawn from a variety of sources ranging from novels to textbook prose. Assignments will stress organization, imagery, and communication. The class meetings will place an emphasis on analysis and revision. This course fulfills the College Writing requirement. 3 hrs. disc. Mr. Landgren

***†BI 125 Introduction to Biology** Fall

A discussion of the fundamental principles leading to an understanding of the biology of organisms. Topics to be discussed include cellular structure and function, genetics, evolution and the structure and function of a wide variety of organisms. Laboratories will supplement and complement lectures. Students with advanced high school preparation in biology may find it advantageous to bypass this course and elect others in biology for which this is a prerequisite. Those wishing to follow this option should take the AP examination or the departmental proficiency examination which is given during the fall and winter freshman orientation programs. 3 hrs. lect., 3 hrs. lab. Mr. Root, Mr. Saul, Ms. Small

***BI 130 Man and Disease** Fall

Despite the emergence of highly sophistocated medical knowledge and a trend towards greater longevity, immortality has so far evaded man. The rise and fall of human populations has been intricately associated with the evolution of new pathologies. For example, although small pox is now a disease of the past and syphillus is much reduced in virulence, AIDS and Legionaire's disease have emerged as new health concerns. This course will explore the dynamic relationship between man and his diseases from a biological, epidemiological and historical perspective. Ms. Small

[BI 175 Modern Biology]

***BI 190 General Ecology** Spring

Why are big fierce animals so rare? If you are a plant, is it better to be an annual or flower year after year? What is the nature of the interaction between a gray whale and the barnacles that attach to it? Can biological control of pest species be successful? This course for non-majors and majors is an introduction to organisms in their environments, including consideration of physiological adaptations, behaviors, reproductive strategies. Exploration of the diversity of interactions between species and their role in the organization of communities. Discussion of the impact of humans on environments. Most laboratories will be conducted outside and focus on examining local organisms and habitats. (Not open to junior or senior majors.) 3 hrs. lect., 3 hrs. lab. Ms. Sheldon

[BI 201 Invertebrate Biology]
Offered in fall term, 1989

†BI 202 Vertebrate Life Spring

We will explore the evolution of the vertebrate classes and the adaptations that allow them to live in almost every habitat on Earth. We will study the taxonomy, natural history, distribution, and morphology of each class and discuss how each group solves the problems of finding food, avoiding predators, and moving throught the environment. Laboratory exercises will provide in depth exposure to both vertebrate anatomy and general principles of vertebrate biology. Occasional field trips will introduce the local vertebrate fauna in their natural habitat. (BI 125 or BI 175 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. Trombulak

†BI 203 Botany Spring

An introduction to the structure, function, development, identification and ecology of selected algae, mosses, ferns and other vascular plants. The emphasis of the course will be on the vascular plants. Their structure and function, and to a lesser extent their interactions with the environment and other organisms, will be stressed. The laboratory will be descriptive and experimental. It will include field work on and off campus. (BI 125 or BI 175.) 3 hrs. lect., 4 hrs. lab. Mr. Landgren

[BI 205 Developmental Biology]

BI 216 Animal Behavior Fall

The behavior of animals and humans studied from the perspectives of genetics, physiology, evolution and other biological determinants. Following an introduction to the history and methods of animal behavior, the course will examine individual and social behaviors such as feeding, courtship, mating, parental care, defense and migration. We will use examples of live animals from field trips and lab studies to illustrate such processes as instinct, learning, displacement, imprinting and communication. Recent controversies about behaviorism, intelligence and sociobiology will serve as discussion topics, and students will design their own research projects. 3 hrs. lect., 3 hrs. lab. (BI 125 or BI 175 or BI 190.) Mr. Root

BI 225 Human Genetics Fall

Methods of analyzing family histories; patterns of inheritance in pedigrees; cellular and physiological bases of gene activity; use of twins in genetic analysis; effects of changes in chromosomal structure and number; analysis of genetic structure of populations. Laboratory/discussion sessions will address lectures and reading, assigned problems and some modeling. (BI 125 or BI 175.) 3 hrs. lect., 2 hr. lab./disc. Mr. Saul

†BI 230 Microbiology Spring

An introduction to the microbial world with an emphasis on the structure and function of prokaryotes. General topics to be discussed include bacterial taxonomy, metabolism, genetics and ecology. Additional areas include the physiology of specialized groups of organisms and their roles in nutrient cycling, microbial behavior and development, and the structure and replication of viruses. The laboratory will stress basic microbiological techniques as applied to the enrichment, isolation, physiology and genetics of bacteria and the manipulation of viruses. (BI 125 or BI 175.) 3 hrs. lect., 3 hrs. lab. Ms. Small

†BI 250 Organelles and Cells: An Introduction to Concepts and Methodology Spring

The biology of cells and their internal compartments or organelles, with emphasis on deriving modern concepts and understanding the methodological basis of such concepts. Topics to be discussed include: the membrane basis of compartmentation and transport; nucleic acids and their roles in replication and protein synthesis; an introduction to enzyme kinetics and intermediary metabolism; the structure, function and differentiation of such specialized cells as muscle and nerve. Laboratory work will stress experimentation and interpretation of biological data. (BI 125 or BI 175 or equivalent preparation; CH 103 as corequisite.) 3 hrs. lect., 3 hrs. lab. Mr. Saul, Mr. Watters

BI 302 Vertebrate Field Biology Fall

This course deals with the natural history of vertebrates and the challenge of observing animals in their own habitat. We will explore in depth the local vertebrate fauna, study principles of wildlife biology, and address experimentally specific questions in vertebrate biology. Topics considered will include environmental physiology, population and community ecology, and behavior. We will use many different techniques to study animals in the field, including mark-and-recapture, radiotelemetry, environmental monitoring and observation of behavior. Students will learn to design and communicate the results of experiments to answer their own questions about the biology of free-living animals. Laboratory work will involve both day and weekend field trips. 6+ hrs. disc./lab. (BI 202 or permission.) Mr. Trombulak

BI 314 Molecular Genetics Spring

Topics for lectures and reading include the structure and function of the genetic material of prokaryotes, viruses, and eukaryotes; regulation of gene activity; and molecular models of recombination. Attention will be given to special topics of current interest, such as oncogenic viruses, cloning, and fine-structure analysis of genes. Laboratory work will provide training in recombinant DNA techniques through a series of experiments directed at cloning genes in Escherichia coli. (BI 250.) 3 hrs. lect., 3 hrs. lab. Mr. Saul, Ms. Small

BI 325 Applied Genetics Spring

Experiments designed to introduce some organisms and techniques used in the study of both prokaryotic and eukaryotic genetics. Concepts that are developed include recombination and deletion mapping, tetrad analysis, epistasis and gene interaction, biosynthetic pathway analysis, complementation, hereditability, multifactorial inheritance, and the effects of chromosome aberrations. Training in data analysis and reporting experimental work will be provided. This course complements the lecture courses in genetics and is especially important for students who plan to continue their studies of genetics after graduation. (BI 225 or BI 314, which may be taken as a corequisite.) 4 hrs. disc./lab. Mr. Saul

[BI 330 Pathogenic Microbiology]

BI 360 Practical Cell Biology Fall

The application of advanced laboratory techniques to the study of cells and their organelles. The course will focus on the isolation and characterization of cellular fractions, and will include studies of endocytosis, assays of "marker" enzymes, and *in vitro* protein synthesis. Discussions and papers will emphasize the design of experiments and critical interpretation of data. Among other techniques, students will be introduced to autoradiography fluorescence microscopy, differential and density-gradient centrifugation, liquid scintillation spectrometry, gel electrophoresis and chromatographic methods, and the safe usage of radioisotopes. (BI 250 and CH 241 or CH 222 or permission.) 4 hrs. disc. and lab. Mr. Watters

BI 370 Human and Animal Physiology Spring

This course examines the biological principles that govern the function of our own bodies, and compares these to the physiology of many different animals. Lectures stress how animals are adapted to a variety of habitats, and also how they are capable of responding to a range of environments (e.g., high-altitude, deep-sea, desert and polar conditions). In addition to normal physiology, computer simulations will illustrate physiological problems such as artificial organs, heavy exercise, stress and disease. Laboratories will emphasize laboratory skills of gathering, analyzing and reporting data. We will study respirometry, osmometry, electrophysiology (EKG, EEG, and neural signals), computerized data acquisition, and perform experiments involving cardiac function, muscle physiology, endocrinology, thermoregulation, field studies, and small animal surgery. (BI 250 or permission.) Mr. Root

BI 390 Advanced Ecology Fall

This course builds on the ideas presented in BI 190 and deals in greater depth with population ecology, demography, life history strategies, species interactions, community structure and dynamics. For each of these topics we will examine its theoretical basis and examine results from field and lab experiments. (MA 112, BI 190.) 3 hrs. lec., 1 hr. disc. Ms. Sheldon

BI 391 Methods in Ecology Fall

This course will focus on methods used in the three avenues of ecological research: laboratory experiments, field studies and computer modeling and simulation. The theoretical framework for this course will be presented in BI 390. Experiments in the lab will include a semester-long demographic study and experiments on species interactions. Field work will emphasize sampling in aquatic and terrestrial systems and use the High Pond field station. Many field labs will extend into the weekend. We will also use the college VAX to model species interactions and community dynamics. With the data we collect in the lab and field we will do data analysis, interpretation and presentation. (BI 190, 390 or concurrent.) 5 hrs. workshop/disc. and 6 field trips. Ms. Sheldon

BI 402 Vertebrate Reproduction Fall

The evolution of reproductive patterns in vertebrates will be discussed from physiological, behavioral, and ecological perspectives. Emphasis will be on using the diversity of reproductive patterns exhibited by vertebrates to understand how environment and phylogeny influence reproductive strategies. Several topics will be considered, including rates and methods of development, extent of parental care, allocation of reproductive effort, and the evolution of life-history traits. Students will be required to make occasional oral presentations to the class and write one critical paper. (BI 202 or permission.) 3 hrs. lect. and disc. Mr. Trombulak

[BI 404 Physiological Ecology of Animals]

[BI 411 Ecology Seminar]

[BI 425 Advanced Genetics]

BI 430 Molecular Biology of Human Disease Fall

In this course students will read and critically evaluate primary research papers concerning the molecular biology of human disease. Both infectious and noninfectious diseases will be discussed. Research papers dealing with the pathogenesis and treatment of osteoporosis, the use of restriction fragment length polymorphism to identify the genetic lesion in cystic fibrosis, vaccine strategies for AIDS, dietary intake and the incidence of cancer are examples of the range of material that may be covered. (BI 250 or CH 222. One 300- or 400-level course such as BI 370, BI 314, BI 480 or BI 440 recommended.) Ms. Small

[BI 440 Membrane Biology]

BI 470 Physiology of Behavior Spring

A seminar course examining the neural and hormonal mechanisms controlling behavior. A variety of research approaches will be stressed, including traditional clinical and laboratory studies of humans and other primates, as well as recent approaches such as the study of simple nervous systems. Topics covered will include control of locomotion and feeding, visual and auditory images, developmental and genetic mechanisms of brain function, hormonal control of reproductive behavior, learning and memory, localization of brain function and the evolution of the mind. Demonstrations cover basic neurophysiological techniques and duplicating techniques described in research papers and student presentations. (BI 250 and either BI 216 or BI 370 or permission.) Mr. Root

[BI 480 Neural and Neuromuscular Disorders]

Offered in spring term, 1990.

BI 500 Advanced Study

Fall, Winter, Spring

A project involving laboratory and/or field research or extensive library study on a topic chosen by the student and a faculty adviser. For biology majors. (Permission.) Staff

BI 900 Research and Thesis
Fall, Winter, Spring

Required for all candidates for the Master's degree.

† Available with or without lab to non-majors
See also Environmental Studies.
See also Northern Studies.
* Foundations Course

CHEMISTRY AND BIOCHEMISTRY

Professors: Robert W. Gleason (chair) *Associate Professor:* Maggie O'Brien *Assistant Professors:* Jeffrey Byers, Sunhee Choi, James Larrabee, Stephen F. Sontum

The program required of chemistry and biochemistry majors provides a firm foundation in the principles of the discipline. Each student builds on this foundation by choosing elective courses that best meet individual special interests and career objectives which might include secondary-school education, a position in industry, or study for an advanced degree in graduate or professional school. Although non-majors may take any 100 or 200 level laboratory course without the laboratory, courses constituting a part of a major in chemistry must be taken with laboratory. Those majoring in sciences other than chemistry are strongly encouraged to take the laboratory portions of all chemistry courses taken. The Department of Chemistry and Biochemistry is accredited by the American Chemical Society and students taking the appropriate electives may be certified by the Society.

Required core courses for all majors: CH 103, CH 104, CH 241, CH 242, CH 352, MA 113, PH 109, PH 110.

For a major in Chemistry: a student must complete the core courses, CH 311, CH 312, CH 351, CH 431 and three electives in the Department.

For a major in Biochemistry: a student must complete the core courses, CH 222, CH 311, CH 313, CH 425, and three electives chosen with an adviser's approval from the Departments of Chemistry and Biochemistry or Biology.

For a joint major in Biology and Chemistry: a student must complete the core courses, BI 125 or BI 175, BI 190, BI 250, CH 222, three electives in Biology, at least one at the 300 or 400 level, and three electives that may be taken in the Departments of Biology, Chemistry and Biochemistry, Mathematics, or Physics.

Chemistry, Biochemistry, and the joint Biology/Chemistry programs are among the most highly structured majors at Middlebury. It is imperative that students considering or planning to pursue one of these majors complete CH 104 by the end of the freshman year. A recommended program of study for those considering Chemistry or Biochemistry is shown below. While it is possible to complete these majors without rigidly adhering to the following schedules, students who do not follow these schedules are frequently unable to take full advantage of our senior thesis program. Spring-term freshmen considering these majors should speak to the department chair upon enrollment in order to plan a program of study.

Chemistry

Freshman		Sophomore	
Fall	Spring	Fall	Spring
CH 103	CH 104	CH 241	CH 242
MA 112	MA 113	PH 109	PH 110
Junior		**Senior**	
Fall	Spring	Fall	Spring
CH 311	CH 312	CH 400	CH 700
CH 351	CH 352	CH elective	CH 431

Biochemistry

Freshman		Sophomore	
Fall	Spring	Fall	Spring
CH 103	CH 104	CH 241	CH 242
MA 112	MA 113	PH 109	PH 110
Junior		**Senior**	
Fall	Spring	Fall	Spring
CH 222	CH 313	CH 425	CH 700
CH 311	CH 351	CH 400	

Biochemistry majors wishing to develop a strong biology background are encouraged to take BI 125 during the freshman year and BI 250 during the sophomore year.

Students with a professional interest in chemistry are encouraged to elect CH 341, CH 442, CH 452, two course credits of thesis research, MA 201 and MA 202 or PH 212, and GN 101 and GN 102 or RU 101 and RU 102.

Although students may take several units of independent study (CH 400, CH 700 or CH 750), only two may be counted toward filling the elective requirements for any major in the department.

Premedical, predental, preveterinary requirements: See p. 90 for specific requirements.

Honors in Chemistry: To be eligible for graduation honors in chemistry, a student must have a 3.0 average (on a 4.0 scale, A+ through F, as defined in the *Handbook*) in all courses in the department, excluding independent study courses (CH 400, CH 500, CH 700, and CH 750). In addition, the student must take at least one unit of CH 700 and present and defend a thesis before a committee of at least three faculty members. The thesis committee will deliberate and determine a grade range for the CH 700 courses within which the thesis adviser will assign a grade. The degree of honors will be determined upon consideration of the student's average in all his/her chemistry courses (including independent study courses) and his/her grade in CH 700 as follows:

CH 700 Grade	*Course Average*	*Degree of Honors*
B or B+	3.15–4	Honors
A− to A+	3.15–3.85	Honors
	3.3–3.85	High Honors
	3.85–4.0	Highest Honors

A charge is made for breakage in each laboratory course. A bill for breakage is mailed at the end of each semester.

CH 103 is the normal introductory course in chemistry. However, many students qualify to omit it by virtue of a satisfactory performance on the Advanced Placement Examination of the Educational Testing Service or the department's examination which is administered at the beginning of each term. High school students with good backgrounds in chemistry are urged to take the Advanced Placement Examination. Students who exempt CH 103 (with or without academic credit) are not obliged to substitute a chemistry elective for that course in order to complete the requirements for either the chemistry, biochemistry or the joint biology-chemistry major.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 012 The Nature of Science Fall
Mr. Gleason

FS 018 Food Chemistry Fall
Ms. Choi

***CH 103 Fundamentals of Chemistry I** Fall, Spring

Fundamental principles of chemistry. Atomic theory and atomic structure; chemical bonding; stoichiometry; introduction to chemical thermodynamics and kinetics. States of matter; solutions and colligative properties. Laboratory work deals with testing of theories by various quantitative methods. Students with strong secondary school preparation are encouraged to consult the department chairman for permission to elect CH 104 in place of this course. 3 hrs. lect., 3 hrs. lab., 1 hr. prelab. Breakage fee. Mr. Sontum (Fall)
Mr. Gleason (Spring)

***CH 105 Same as CH 103 but without the laboratory.**

CH 104 Fundamentals of Chemistry II Fall, Spring

Major topics include: descriptive inorganic chemistry; mass action equilibrium phenomena and calculations; electrochemistry; coordination chemistry; nuclear chemistry. Lab work includes inorganic synthesis; qualitative analysis; gravimetric and titrimetric quantitative analysis. (CH 103 or permission.) 3 hrs. lect., 3 hrs. lab., 1 hr. prelab. Breakage fee. Mr. Larrabee (Fall)
Mr. Byers (Spring)

CH 106 Same as CH 104 but without the laboratory.

***CH 170 Chemistry for Citizens** Spring

Designed for the non-science major. This course will explore several examples of major chemical advances and applications in their historical contexts, and their subsequent impacts on scientific and technological issues now confronting us. Special topics will be chosen as models of chemical applications that significantly affect our lives, such as the development of the pain-killer drug industry, the plastics revolution, and the development of instrumentation and techniques sensitive enough to determine even minute quantities of drugs in blood and urine. 3 hr. lect. One section of this course fulfills the College Writing requirement.
Ms. O'Brien

CH 222 Biochemistry and Molecular Biology Fall

An introduction to biochemistry which begins with the study of the basic chemical components of a cell, including sugars, fatty acids, amino acids and nucleic acids. The physical and chemical properties of proteins and nucleic acids are emphasized, providing a foundation for the discussion of current topics in molecular biology. Molecular biology is approached first in terms of processes (transcription, translation, post-translation, granule formation) and then structures (DNA and gene structure,

mRNA, translation product, mature and secreted protein). Understanding of techniques in biochemistry and molecular biology will be emphasized. (CH 241 or concurrently.) 3 hrs. lect., 1 hr. disc.
Ms. O'Brien

CH 230 Bioinorganic Chemistry Spring

This course will focus on the study of the role of transition metal ions in biological systems. Basic concepts of bonding for transition metals will be explored and methods of characterization of coordination complexes will be discussed. This will be followed by an in-depth examination of specific biological systems, including oxygen-carrying molecules (hemoglobin, myoglobin, hemerythrin, hemocyanin); coenzymes such as vitamin B-12, nitrogenase, cytochrome P-450, cytochrome oxidase, the electron-transport cytochromes b and c, zinc enzymes and copper proteins. (CH 104.) 3 hrs. lect.
Mr. Larrabee

CH 241 Organic Chemistry I Fall, Winter

An introduction to the study of the compounds, both aliphatic and aromatic, of carbon. The approach is based on the properties of functional groups with emphasis on electronic theory and reaction mechanisms. Laboratory exercises involving synthesis of organic compounds, analysis of various classes of compounds, and identification of unknowns complement the lecture material. (CH 104 or permission; CH 241 must precede CH 242.) 3 hrs. lect., 6 hrs. lab. Breakage fee.
Mr. Gleason (Fall)
Mr. Gleason, Mr. Larrabee (Winter)

CH 242 Organic Chemistry II Spring

Continuation of Organic Chemistry I. 3 hrs. lect., 3 hrs. lab. Breakage fee. Mr. Byers

CH 247, CH 248 Same as CH 241, CH 242 but without the laboratory.

Students majoring in the sciences cannot elect CH 247 or CH 248 without permission of the instructor.

CH 261 Nuclear Chemistry Spring

The course will begin with a survey of the development of our current understanding of the nature of the atom and the atomic nucleus and the characterization of subatomic particles. This will be followed by an examination of several topics which will vary from year to year. Among these are the radioactive decay series, nuclear fission, nuclear fusion, atomic energy, man-made nuclides, scintillation counting, radiocarbon dating, medical applications of radioactive nuclides, and health effects of radiation. (CH 103.) 3 hrs. lect.
Mr. Gleason

CH 311 Advanced Chemistry Laboratory I Fall, Spring

An introduction to modern analytical and experimental chemistry with an emphasis on practice and application of instrumental methods of chemical analysis. Lecture topics will include evaluation of data, experimental design, and the theory and operation of chemical instrumentation. Laboratory exercises will involve chromatographic, thermodynamic and spectroscopic measurements of structural properties of molecules. (PH 110, CH 242 or permission.) 1 hr. lect., 6 hrs. lab.
Mr. Sontum, Mr. Larrabee

CH 312 Advanced Chemistry Laboratory II Fall, Spring

A continuation of modern analytical and experimental chemistry including inorganic preparations with an emphasis on applications measuring dynamic properties of molecules. Lecture topics will include kinetics, transport properties and Fourier spectroscopic methods. Laboratory exercises will involve kinetic measurements, nuclear magnetic resonance and infrared methods of analysis. (CH 311.) 1 hr. lect., 6 hrs. lab.
Mr. Sontum, Mr. Larrabee

CH 313 Advanced Chemistry Laboratory III Spring

Techniques in protein and nucleic acid chemistry will be emphasized. Protein assays, protein purification and characterization, and radiolabelling studies with proteins will expose students to common biochemical techniques such as spectroscopy, HPLC, liquid scintillation counting, gel chromatography, electrophoresis, ultracentrifugation and radioimmunoassay. Both whole animals, and cell culture models will be used for experimentation. Major techniques in molecular biology will be introduced, including molecular cloning, DNA sequence analysis, nucleic acid hybridization and gene transfer techniques. (CH 311 or permission.) 1 hr. lect., 6 hrs. lab. Ms. O'Brien

CH 341 Organic Chemistry III Fall

An in-depth laboratory experience beginning with the identification of organic compounds, both pure and as mixtures, with heavy reliance on modern instrumentation such as infrared, nuclear magnetic resonance and mass spectroscopy. Lectures will discuss spectroscopy and introduce techniques and instrumentation not covered in CH 241–42. The course will culminate in a major independent research project which will bring together everything the student has learned about operating in an organic laboratory. (CH 242.) 6 hrs. lab., 1 hr. disc. Breakage fee. Mr. Byers

CH 351 Physical Chemistry I Fall

A study of gases, liquids and solids from a microscopic perspective. Kinetic theory and transport phenomena are studied. Statistical mechanics and quantum mechanics are developed and applied to simple systems. Spectroscopy is examined as an application of quantum theory. The microscopic nature of chemical kinetics is examined. (CH 104, PH 110 or permission.) 3 hrs. lect. Ms. Choi

CH 352 Physical Chemistry II Spring

A study of the macroscopic properties of gases, liquids, and solids. The laws of thermodynamics are developed and applied to simple chemical systems and to chemical equilibrium. Non-ideal behavior is considered from a thermodynamic perspective. Chemical kinetics is treated empirically with consideration given to the order and molecularity of reactions. Electrochemistry. (CH 104, PH 109 or permission.) 3 hrs. lect. Ms. Choi

CH 400 Seminar in Chemical Research Fall

This seminar is intended to provide experience in current chemical research methods, literature and writing. This course involves a student research project generally related to current faculty research interests, class seminars and the writing of journal style reports. Majors may register for up to two course equivalents, but only one may be applied as chemistry elective credit. Participation for two semester equivalents will normally be followed by registration for CH 700. 1 hr. lect., 6 hrs. lab. Ms. O'Brien

CH 425 Advanced Biochemistry Fall

Anabolic and catabolic pathways of eukaryotes will be evaluated mechanistically and appreciated through a consideration of thermodynamics. Pathways of carbohydrate, amino acid, lipid and nucleic acid metabolism, and models for oxidative phosphorylation are included. A treatment of enzyme kinetics and examples of several enzymes in metabolic pathways will provide for a rigorous understanding of enzyme function and the many control mechanisms cells use to regulate their thermodynamic needs. (CH 222 and CH 352.) 3 hrs. lect., 1 hr. disc. Ms. O'Brien, Mr. Byers

CH 431 Advanced Inorganic Chemistry Spring

An in-depth study of atomic structure and bonding theories applicable to inorganic chemistry, including valence bond, molecular orbital, ligand field and crystal field theories for coordination complexes. Inorganic application of symmetry and group-theory. Reaction mechanisms for inorganic complexes. (CH 351.) 3 hrs. lect. Mr. Larrabee

[CH 442 Advanced Organic Chemistry]

CH 452 Physical Chemistry III Spring

Special topics in physical chemistry. Mr. Sontum

CH 500 Independent Study Project Winter and Spring

Individual study for qualified students. Permission. Breakage fee. Staff

CH 700 Senior Honors Thesis Winter and Spring

Senior honors candidates must register for CH 700 for one semester while completing research projects initiated in CH 400. The writing and oral presentation of a thesis is required for completion of CH 700. (CH 400.) Staff

CH 750 Senior Thesis (Environmental Studies) Fall, Winter, Spring

See also Division of Natural Sciences.
See also Program in Environmental Studies.
*Foundations Course

CHINESE

Professor: John Berninghausen *Assistant Professors:* Catherine Campbell (acting chair), Clara Yu *Lecturer:* Gregory Chiang (on leave winter and spring) *Visiting Lecturer in Chinese and Art:* Jen-mei Ma

The Chinese department offers a structured sequence of instruction in fundamental language skills leading to competency in spoken and written modern Chinese (Mandarin). Classical Chinese is also taught at the advanced level. Considerable attention is given to familiarizing the student with the rich cultural heritage of China's long history which is transmitted and embodied by the native language of one billion people.

Qualified students may elect to spend all or part of their junior year abroad at approved language-training programs in mainland China or Taiwan. Credit is given on the basis of tests taken upon return to Middlebury. It is also possible to earn credit by taking Chinese in Middlebury's intensive summer program. All students interested in these programs should consult with the department chair during or before the fall semester of sophomore year.

All those planning to study Chinese should begin as early as possible, preferably during their first semester at Middlebury.

Besides those courses which train the student in speaking, aural comprehension, reading and writing, a few other courses designed to introduce Chinese literature through

English translation are available to any interested student (CS 133, CS 216, CS 220, CS 225). Two freshman seminars are also offered (FS 003, FS 051).

Required for a Major: Satisfactory completion of CS 101, CS 102/WT, CS 102 and one course from among the following four—CS 133, CS 216, CS 220, CS 225—qualifies a student for admission to the major in Chinese. Formal admission to the major program may be requested in consultation with the department chairman.

Courses required for this major include (in addition to Beginning Chinese or its equivalent) CS 201, CS 202, CS 260, CS 301, CS 302 (or equivalent), CS 402 and at least two of the following courses—CS 133, CS 216, CS 220, CS 225. (Credit equivalent to CS 302 and/or CS 400 may be earned in approved study at language training programs located in Mandarin-speaking societies.) CS 475 (senior seminar) and CS 700 (senior thesis) are required during the senior year.

Depending upon the individual goals of each majoring student, supporting courses in the study of other literatures, art, history, etc. will be encouraged by the student's adviser. (The major in Chinese is not intended for native speakers of any Chinese dialect.)

Honors: Eligibility for departmental honors in Chinese requires a grade point average of B+ (3.3) or higher in all courses taken within the Chinese department (including any courses taken in the Chinese School's summer intensive program) as well as completion of a senior thesis or combination senior thesis/translation graded B+ or better. High Honors will be granted for an overall average in departmental courses of 3.5 or higher and a senior thesis graded A− or A. Highest Honors are reserved for students who earn a grade of A on the senior thesis and who are carrying an overall average of 3.75 or higher in their departmental coursework. Students will enroll in CS 700 in the winter and spring of the senior year for the writing of their theses. At least one copy of the thesis is due no later than noon on the last Friday before spring vacation. A thesis turned in the day after spring vacation will be accepted but will not qualify the student for departmental honors.

Generally speaking, those students who elect a major in Chinese have a strong orientation towards the study of Chinese literature as well as language. Students wishing to pursue the study of China or Chinese language in the context of some other discipline are encouraged to consider a major in East Asian Studies or a major in one of the disciplinary departments with a concentration in Chinese studies. It is also possible to do a joint major in Chinese and a social science, natural science or humanities division discipline.

Joint Major in Chinese: Courses required for a joint major in Chinese are CS 101, CS 102/WT, CS 102, CS 201, CS 202, CS 301, CS 302 (or equivalent), two of the following—CS 133, CS 216, CS 220, CS 225—and either CS 402 or CS 475 in the senior year.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 003 War in Literature: East and West Fall
Ms. Campbell

FS 051 Literature and Revolution Spring
Mr. Berninghausen, Mr. Véguez

CS 101 Beginning Chinese Fall

An introduction to Mandarin (the official modern language of China, also known as *guoyu* or *putonghua.)* The course begins with phonetics, romanization, Chinese characters and simple vocabulary items. Sentence patterns and other fundamentals of speaking, reading and writing will be taught including both the traditional characters and the simplified characters in use on the Chinese mainland. Written exercises, drill sessions, quizzes and tape recordings will accompany each lesson. Students will have active command of more than 750 Chinese characters and more than 1000 compounds by the end of CS 102. Additional drill hours to be arranged. Mr. Berninghausen

CS 102/WT Beginning Chinese Winter
(CS 101.) Ms. Yu, Ms. Ma

CS 102 Beginning Chinese Spring

A continuation of the fall and winter terms with accelerated introduction of vocabulary, grammar, and sentence patterns designed to facilitate speaking and reading. (CS 102/WT.) Mr. Berninghausen

***CS 133 Masterworks of Chinese Literature and Civilization** Spring

An introduction through English translation of early literary, historical and philosophical texts which formed the basis of traditional Chinese culture. Included in this course will be readings from the *Book of Odes*, the Confucian classics, Taoist literature, the *Songs of the South*, Sima Qian's *Records of the Grand Historian*, *The Romance of the Three Kingdoms* and Tang Dynasty "tales of the mysterious." No previous exposure to East Asian culture nor any knowledge of Chinese language needed. Ms. Campbell

CS 201 Intermediate Chinese Fall

This course is designed to enable the student to converse in everyday Chinese and to read simple texts in Chinese (both standard and simplified characters). Discussion of assigned readings will be conducted primarily in Chinese and familiarity with the vocabulary and grammar introduced in CS 101 and 102 is assumed. Grammatical explanation, written exercises, dictation quizzes, sentence patterns, oral drill and tapes will accompany assignments. By the completion of CS 202 students should be able to read and write approximately 1400 characters. Additional drill hours to be arranged. (CS 102.) Ms. Campbell

CS 202 Intermediate Chinese Spring

A continuation of the first term's work, with the class conducted primarily in Chinese. (CS 201.) Ms. Campbell

CS 216 Traditional Chinese Fiction in Translation Fall

A survey of pre-modern Chinese fiction. This course will cover works from the Six Dynasties period (5th–6th centuries A.D.) up until the end of the 19th century. "Tales of the mysterious" and short stories, excerpts from *Outlaws of the Marsh*, *Journey to the West* and *Story of the Stone*, as well as the novella *Travels of Lao Can* are included. The relationship between fictional and other literary genres, the ties between recorded fiction and oral story-telling, and issues of narrative structure, characterization and style will be discussed. Ms. Yu

CS 220 Modern Chinese Fiction in Translation Spring

A selection of 20th Century novels and short stories from China. Chosen from works of literary merit and social significance, the readings will include works by Lu Xun, Mao Dun, Lao She, Hwang Chunming and others. Discussion will center on the literary, historical and social contexts of both authors and works as well as on the evolution of modern genres and styles. Ms. Campbell

[CS 225 Classical Chinese Poetry in Translation]

CS 260 Introduction to Literary Theory and Criticism Fall

Starting with an examination of several important concepts of literary theory, this course seeks to better acquaint the student with a variety of different approaches and critical terminology that may be applied to the analysis of literary texts. Although poetry and poetics will be touched upon, this course will center upon the discussion of several critical methods used in analyzing literary prose narratives as well as application of those methods by students in the analysis of selected works of fiction. Discussion format with limited enrollment. This course is also listed as LS 260. (Open only to sophomores, juniors and seniors.) Mr. Berninghausen

CS 301 Advanced Chinese (Modern Chinese) Fall

This course aims at further development of overall language proficiency through extensive reading of selected texts representing a wide variety of styles and genres. Classes will be conducted entirely in Chinese except for occasional use of English by the instructor to provide a quick solution to problems of definition. The main text will be *Xiandai Huawen Duben* (Intermediate Reader in Modern Chinese) with supplementary readings from newspapers, magazines and other documents. (CS 202 or equivalent.) Mr. Chiang

CS 302 Advanced Chinese (Modern Chinese) Spring

A continuation of the first term's work with greater emphasis placed upon reading works of a literary nature. (CS 301 or equivalent.) Ms. Yu

CS 400 Advanced Readings, Conversation and Writing (Modern Chinese) Fall

This course is designed to further improve language competency of highly pragmatic Chinese, spoken and written. Readings and discussion of a wide variety of contemporary materials selected with the special needs of students about to live and study in a Chinese-speaking country given high priority. Students will be introduced to word processing in Chinese. (CS 302.) Ms. Yu

CS 401 Classical Chinese: Introduction to Wenyan (In Chinese) Fall

A new approach to the traditional written language of China emphasizing grammatical differences from modern Chinese, vocabulary and style. Transformational drills, sentence construction, reading, translation into modern Chinese and compositions which highlight the interaction between *wenyan* and *baihua* will be included. All lessons will be accompanied by language laboratory tapes. (CS 302 or equivalent.) Mr. Chiang

CS 402 Classical Chinese: Introduction to Wenyan (In Chinese) Spring

A continuation of CS 401, in the second semester this course will lead the student from work in prepared materials to reading a variety of ancient Chinese texts as well as a few examples of *wenyan* and semi-*wenyan* writings. (CS 401.) Ms. Ma

[CS 420 Modern Narrative and Composition (in Chinese)]

CS 425 Seminar on Contemporary Culture and Language (in Chinese) Fall

Intensive study of significant readings in Chinese culture and language along with a few literary texts. Emphasis will be given to further developing the student's writing skills while maintaining oral fluency. Several compositions required. Videotapes will accompany this course. (CS 400 or equivalent.) Mr. Chiang

CS 475 Senior Seminar on Chinese Fiction (in Chinese) Spring
Ms. Yu

CS 700/WT Senior Thesis Winter
Staff

CS 700 Senior Thesis Spring
Staff

See also East Asian Studies (interdisciplinary major).

*Foundations Course

CLASSICAL STUDIES PROGRAM

The Classical Studies Program is designed to offer a broad, rigorous general education based on the careful study of fundamental Classical works of history, philosophy and literature. The interdisciplinary nature of the study is reflected by a teaching staff which includes faculty in the departments of Classics, Philosophy, Political Science, English, American Literature, Religion, and Art.

Honors: B average or better in courses taken for the major. B+ or better in Senior Seminar *and* in General Examination or Senior Essay.

Required for the major in Classical Studies:

A. ***CL 150 The Ancient Epic** ***and***
PS 101 Introduction to Political Science** ***or
[*CL 118 Political History and Theory of Greece and Rome]

B. Six courses in Classical Studies chosen from the following:
***CL 121 Classical Tradition of Liberal Arts and Sciences**
***CL 131 History of Classical Greece**
***CL 132 History of Rome**
***CL 150 The Ancient Epic**
***CL 152 Greek Tragedy**
[CL 155 Greek and Roman Comedy]
***CL 175 Greek Philosophy**
[CL 317 Plato]
CL 450 History of Classical Literature
AR 311 Ancient Art
AR 312 Roman Art
[EL 227 Greek Comedy]
***PA 201 Ancient and Medieval Philosophy**
PA 402 Aristotle
***PS 101 Introduction to Political Science**
PS 317 Classical Political Philosophy
PS 409 Seminar in Political Philosophy
***RE 110 Foundations of Western Religious Life and Thought**

C. Four courses in Greek or four courses in Latin chosen from:
CL 101 Beginning Latin
CL 202 Intermediate Latin
CL 103 Beginning Greek
CL 204 Intermediate Greek
CL 301 Latin Prose
CL 302 Latin Poetry
CL 303 Greek Poetry
CL 304 Greek Prose
CL 401 Readings in Latin Literature I
CL 402 Readings in Latin Literature II
CL 403 Advanced Greek Poetry
CL 404 Advanced Greek Prose
CL 500 Advanced Reading in Latin or Greek

D. **CL 420 Seminar in Classical Literature**

E. **CL 700 Senior Essay** ***or***
CL 701 General Examination

*Foundations Course

CLASSICS

Professor: Eve Adler (on leave all year) *Associate Professor:* Ursula Heibges *Visiting Associate Professor:* Bonnie Catto *Assistant Professor:* Jonathan Price (acting chair) *Instructors:* Robert Schine, Marc Witkin

The Classics Department's core of courses in English offers an introduction to the major works of classical literature, history and philosophy. Intensive introductory courses in Greek, Latin and Hebrew prepare students rapidly for reading in the Classical languages; advanced courses are devoted to the close study of literary, philosophical and historical texts.

Required for the major in Classics: 10 courses in Greek and Latin (normally 6 in one language and 4 in the other), including one Senior Seminar (CL 420); 3 courses in Classics in translation chosen with department approval; either CL 705 (Senior Essay) or CL 706 (General Examination).

Honors: B average or better in courses taken for the major. B+ or better in Senior Seminar *and* in General Examination or Senior Essay.

COURSES IN ENGLISH

[*CL 121 The Classical Tradition of the Liberal Arts and Sciences]

***CL 131 History of Classical Greece** Fall

A survey of Greek history from Homer to the Hellenistic Period, based primarily on a close reading of ancient sources in translation—literature, historiography, inscriptions. Students will also read selections from important and provocative works of scholarship in exploring such issues as the changes in Greek self-definition through different historical periods, the emergence of the polis and the similarities and differences among Greek political systems, the nature of Greek imperialism, Greek rationality and irrationality in public life, the role of the individual in certain major events, the source and magnitude of the Greek creative achievement. Mr. Price

***CL 132 History of Rome** Spring

A survey of Roman history from the early Republic to the conversion of Constantine, based on a close reading of ancient sources in translation—historians, other authors, inscriptions, papyri, coins. The course will focus especially on the last generations of the Republic and the first imperial dynasties. Students will learn how to use different kinds of historical evidence to explore the following themes: did great men make history or did history make them?; violence in politics; the conflict of cultures in the Roman world; Roman institutions and thought in Western civilization. Mr. Price

***CL 150 The Ancient Epic** Fall

A study of Homer's *Iliad* and *Odyssey*, Lucretius' *On the Nature of Things*, and Vergil's *Aeneid*. This course concentrates on the teaching of these poets about the heroic life. No previous knowledge of classical literature is assumed. Ms. Catto

***CL 152 Greek Tragedy** Spring

A survey of selected tragedies of Aeschylus, Sophocles and Euripides. The problem of freedom and law at issue in tragedy's dual interpretation of the Trojan War and of contemporary Athenian imperialism will be elaborated by additional readings from Homer and Thucydides. The course asks why in a democratic city at the head of a tyrannical empire the supreme expression of the problem of self-government should be the dramatic representation of a vanished heroic kingship. Mr. Witkin

***CL 175 Greek Philosophy** Fall

The course attempts to comprehend the contemporary crisis of the human sciences by returning to the first manifestation of that crisis in Greek antiquity. The possibility that knowledge of "nature" is the ground for self-knowledge and for the rational validation of men's highest aims is traced from Homer and Hesiod, the pre-Socratics, and Herodotus through Plato and Aristotle. Particular attention is paid to the problem that the discovery of nature must take place within the political horizon, and hence to the question why Socrates made the crucial turn from the study of natural phenomena to man. Mr. Witkin

CL 450 History of Classical Literature (In Translation) Fall

Designed for students with background in Greek and Roman literature, history or philosophy. The course will present a comprehensive overview of the major literary, historical and philosophical works of Greece and Rome. Ms. Catto

GREEK

CL 103 Beginning Greek Fall

Intensive introduction to the rudiments of Classical Greek, for beginners. The aim of the course is to prepare students to read the major Greek authors. Mr. Price

CL 204 Intermediate Greek Spring

A continuation of CL 103. Completes the rudiments of Greek grammar and introduces students to intensive reading selected from such authors as Plato, Homer, New Testament. Mr. Witkin

[CL 303 Greek Literature: Homer and Herodotus]

[CL 304 Greek Literature: Plato and Tragedy]

CL 403 Advanced Greek I Fall
Readings in Greek Literature. Mr. Witkin

CL 404 Advanced Greek II Spring
Readings in Greek Literature. Ms. Catto

LATIN

[CL 101 Beginning Latin]

[CL 202 Intermediate Latin]

CL 301 Latin Prose Fall
Readings selected from Caesar, Cicero, Livy. Mr. Witkin

CL 302 Latin Poetry Spring
Readings selected from Vergil, Ovid, and lyric poetry. Staff

[CL 401 Readings in Latin Literature I]

[CL 402 Readings in Latin Literature II]

CL 500 Advanced Readings in Latin Fall, Spring
Readings in major authors. Staff

HEBREW

[CL 105 Introduction to Hebrew]

[CL 206 Intermediate Hebrew]

CL 305 Readings in the Hebrew Bible I Fall
This course stresses achieving mastery of grammar and fluency in reading Biblical prose and poetry through study of selected Biblical texts. Mr. Schine

CL 306 Readings in the Hebrew Bible II Spring
A continuing course introducing use of critical apparatus (comparison of ancient versions and translations) and questions pertaining to the history of the Hebrew language and of the Biblical text. Mr. Schine

[CL 406 Advanced Hebrew Studies]

SENIOR COURSES

CL 420 Seminar in Classical Literature Spring
Staff

CL 700 Senior Essay for Classical Studies Majors Fall, Spring
Staff

CL 701 General Examination for Classical Studies Majors Fall
Staff

CL 705 Senior Essay for Classics Majors Fall, Spring
Staff

CL 706 General Examination for Classics Majors Fall
Staff

*Foundations Course

COMPUTER SCIENCE

The program in Computer Science at Middlebury is designed with the goal of providing a solid foundation in computer science. This goal is met by a wide variety of course offerings in the Department of Mathematics and Computer Science. Middlebury College now offers both concentrations in computer science and a major in computer science in the Department of Mathematics and Computer Science.

Several courses in computer science meet the foundations course requirement for the Natural Sciences Division; they include MA 103 (Introduction to Computers), CX 213 (Computer Science I), and NS 128 (Cryptology). Other elementary computer courses include MA 127 (Elementary Computer Simulation). Detailed descriptions of these courses, as well as the more advanced courses, appear in the course listings for the Department of Mathematics and Computer Science. It is expected that students desiring a single course which provides a broad overview of computing and computers will elect MA 103. Students desiring an in-depth knowledge of computers and programming methodology, or those who wish to fulfill a concentration or major in computer science, will elect CX 213.

Concentrations: A number of concentrations have been designed in the computer science area. Most begin with CX 213 and CX 214. These courses together provide a thorough understanding of important concepts and methods in computer science. The third and fourth courses in a computer science concentration may be taken from any of several related areas, and are designed to introduce the student to one of many areas of computer science or its applications. These courses include MA 200, MA 310, MA 311, MA 315, MA 318, as well as the following computer science courses: CX 322, CX 326, CX 328, CX 341, CX 343, CX 345, CX 421, and CX 423.

Major: The Department of Mathematics and Computer Science offers a major in computer science. Students who elect this major take an introductory sequence of core courses and a variety of upper level electives balanced among systems, theory, and applications, and do their senior work in computer science. Students should consult the catalog listings for the Department of Mathematics and Computer Science for further details.

CREATIVE AND EXPOSITORY WRITING

The College Requirement in Writing: After completing a Freshman Seminar, every student must elect, within the next two semesters, at least one writing intensive course in the College Writing Program. Departments in all divisions offer such courses. The student with a special interest in creative writing may satisfy this College Writing requirement by taking an introductory course in the writing of poetry or fiction that will also serve as a prerequisite for additional creative writing courses. (See College Writing Program for further information.)

The Courses Offered in Creative Writing: Sequences of courses are offered in poetry, fiction, nonfiction, and playwriting. As a junior or senior, a student may apply to do further writing as independent study. A major in the English Department may undertake an Honors project in creative writing in poetry or fiction or a combination of the two, in the senior year.

The Concentration in Creative Writing: Students majoring in disciplines outside the humanities may satisfy the concentration requirement by taking a concentration in creative writing which includes an introductory course, an intermediate course, an advanced workshop, and a course in the study of literature selected from a group of designated courses in English or American literature. Interested students may elect a further independent study course.

Bread Loaf Writers' Conference and Bread Loaf School of English: Qualified students may apply for scholarships at the Bread Loaf Writers' Conference, the Bread Loaf School of English and the Bread Loaf School in Oxford. Students planning to do senior work in creative writing are encouraged to attend the Writers' Conference for two weeks in August after their junior year.

PROGRAM IN EAST ASIAN STUDIES

Participating Faculty: Hiroshi Miyaji (chair) (Philosophy and Culture), Ellen Basu (Sociology/Anthropology), John Berninghausen (Chinese Language and Literature), Catherine Campbell (Chinese Language and Literature), Robert Campbell (Japanese Language), Nicholas Clifford (History), Linda Keenan (Japanese Language and Literature), Jen-mei Ma (Chinese Language and Art), Nobuo Ogawa (Japanese Language and Literature), David Rosenberg (Political Science), Don Wyatt (History), Clara Yu (Chinese Language and Literature) *On Leave:* Gregory Chiang (Chinese Language and Literature), Donald Lopez (Religion), Mutsuko Endo Simon (Chinese Language)

The East Asian major is designed for those students who wish to undertake an interdisciplinary approach to this region of great historical and contemporary importance. The term "East Asia" refers to China, Japan and Korea, and the program covers common cultural heritage of the region. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses to be taken in several different departments which will explore connections among the art and literature, history, intellectual heritage, social organization and cultural values of East Asian peoples.

Requirements for an East Asian Studies Major: The East Asian Studies major will be expected to acquire basic language proficiency, oral and written, in either modern Chinese or Japanese. Coursework in spoken and written Chinese and Japanese may be taken at Middlebury during the regular academic year, and in the Middlebury summer intensive program. In most cases, some language study at the level of CS 302 or JA 302 or above is taken at certain language training programs or centers in Japan, Taiwan, or the People's Republic of China.

Each EAS major is expected to select a probable senior thesis adviser from the faculty members participating in this program and to discuss his/her proposed course of study with the program chair and the senior thesis adviser by the junior year.

In this program, departmental Honors for majors will be awarded as follows: *Honors* for a thesis graded B+ or higher with at least a 3.3 average in all EAS courses, *High Honors* for a thesis graded A− or A with at least a 3.55 average in all EAS courses, *Highest Honors* for an A thesis with at least a 3.7 average in EAS courses.

PROGRAM OF STUDY

Courses in English: Each East Asian Studies major will take a total of seven courses from the following list. Other courses may, with the permission of the program chair, be counted toward the major. (Please note that the list is subject to periodic revision.)

AR 103	**Introduction to Far Eastern Art**
AR 301	**Masterpieces of Chinese and Japanese Painting**
CS 133	**Masterworks of Chinese Literature and Civilization**
CS 216	**Traditional Chinese Fiction in Translation**
CS 220	**Modern Chinese Fiction in Translation**
[CS 225	**Classical Chinese Poetry in Translation]**
[CS 420	**Modern Narrative and Composition]**
CS 425	**Seminar on Contemporary Culture and Language (in Chinese)**
CS 475	**Senior Seminar in Chinese Fiction (in Chinese)**
HI 235	**Modern East Asia: 1750–1912**
HI 236	**Modern East Asia: 1912–1976**
HI 331	**Imperial China**
[HI 332	**Modern China]**
HI 333	**Chinese Intellectual History**
HI 334	**Chinese Institutional History**
HI 335	**Traditional Japan**
HI 336	**Modern Japan**
HI 409	**Reading in Asian History**
HI 426	**Writing and Research, East Asia**
JA 216	**Traditional Japanese Literature in Translation**
JA 220	**The Novel and the Novelist in Modern Japan**
PA 253	**Confucianism and the Confucian Tradition in East Asia**
PA 256	**Topics in Japanese Philosophy**
PS 220	**Asian Politics**
PS 430	**Seminar in U.S.–Asian Relations**
RE 115	**Introduction to Eastern Religious Thought**
[RE 211	**The Buddhist Tradition: China and Japan]**
[RE 215	**Shinto: Japanese Indigenous Religious Beliefs]**
SA 335	**Chinese Society and Culture**
[TH 237	**Japanese Cinema]**
EA 500	**Independent Study**
EA 700	**Senior Thesis**

Among the seven courses, three are required of all majors:

HI 331	**Imperial China**
HI 426	**Writing and Research, East Asia**
EA 700	**Senior Thesis**

The fourth course must deal with Japan (HI 335, HI 336, JA 216, JA 220, PA 253, PA 256, RE 215).

The fifth course must deal with the modern period (CS 220, CS 425, CS 475, HI 235, HI 236, HI 332, HI 333, HI 336, JA 220, PS 220, PS 430, SA 335).

The sixth and seventh courses are electives.

Language Study: The East Asian major will complete a total of five regular credits plus one winter term credit in the Chinese or Japanese language training program (listed below) preparatory to direct cultural experience and intensive language training in an approved structured program in Japan, Taiwan, or the People's Republic of China. For Chinese students, the overseas language and cultural course work should earn either 3 or 4 credits depending upon whether the student goes for a single regular term or a regular term and a winter term. It is possible to earn 9 credits for three quarters of successful advanced language study completed at the Inter-University Program for Chinese Language Studies in Taipei, Taiwan. Chinese students at other programs may, upon returning from overseas, be given a test to determine the number of credits to be awarded.

Japanese students are encouraged to spend the full junior year doing language study and cultural work in an approved program in Japan. 9 credits will be awarded for successful completion of such a program.

Overseas study for Middlebury credit is usually restricted to the junior year, but exceptions are sometimes made for seniors. The foreign study requirement may be waived with the permission of the program chair and Middlebury courses substituted.

CHINESE LANGUAGE COURSES

CS 101-102/WT-102 Beginning Chinese Fall, Winter, Spring

CS 201-202 Intermediate Chinese Fall, Spring

CS 301-302 Advanced Chinese Fall, Spring

plus other language credits earned in East Asia.

JAPANESE LANGUAGE COURSES

JA 101-102 Beginning Japanese Fall, Winter, Spring

JA 201-202 Intermediate Japanese Fall, Spring

JA 301-302 Advanced Japanese Fall, Spring

plus other language credits earned in Japan.

Senior Thesis: All EAS seniors will take HI 426 in the fall of the senior year. During the first month of the fall semester, each East Asian Studies senior will declare a thesis topic (in consultation with the thesis adviser) which seeks to explore one central problem or question within a closely defined scope and limited area/time period/methodological framework. In most cases, some primary or secondary sources in an East Asian language are to be covered in the thesis. Students will enroll in EA 700 in the winter and spring of the senior year for the writing of their theses. At least one completed copy of the senior thesis is to be submitted to the program chair no later than noon on the last Friday before Spring break. A thesis that is submitted late will not be eligible for Honors.

ECONOMICS

Professors: Michael Claudon, Richard Cornwall (chair), John Weeks *Christian A. Johnson Distinguished Professor:* David C. Colander *Associate Professor:* Paul Sommers *Assistant Professors:* Daniel Nolle, Phanindra Wunnava *Instructors:* Neil Leary, Catherine Sokil, Joanna Woos *Visiting Instructor:* Sheldon Sax

I. THE MAJOR

The Economics major consists of four sequences.

Introductory Sequence: EC 150, EC 155, and MA 112. Neither EC 150 nor EC 155 assumes any prior exposure to economics, but both courses presume a thorough working knowledge of algebra.

NOTE: No student who receives a grade below C− in *either* EC 150 or EC 155 will be admitted into the Intermediate Theory Sequence without permission.

Quantitative Sequence: EC 210 and EC 211. Students must pass EC 210 with at least a C− to be admitted to EC 211 without permission. MA 105, a Foundations course, is particularly good preparation for EC 210.

Intermediate Theory Sequence: EC 350 and EC 355. MA 112 is a prerequisite for EC 355 and EC 350.

NOTE: It is important, especially for those planning to study abroad, that these three sequences be completed by the end of the fall term, junior year.

Elective Sequence: At least four electives, two of which must be at the "400" level. One 400-level course must be completed at Middlebury. Note: EC 800 does not substitute for a 400-level course.

Students majoring in economics *cannot* count all three of the courses EC 340, EC 440 and EC 445 towards the minimum of 10 required economics courses.

Honors: Seniors interested in earning Honors in economics may choose between two options: the Independent Research Option or the Senior Honors Thesis Seminar Option. Normally, honors candidates have completed the three nonelective sequences by the beginning of the fall term, senior year. Detailed descriptions and requirements of the two options are available from the department upon request.

Honors for Joint Majors: Students completing a joint major in economics and a related discipline who aspire to earn Honors in economics must either (i) complete EC 800 Senior Research for Honors in addition to the other joint major requirements or (ii) complete the related department's senior thesis program. Honors candidates choosing option (ii) are required to (a) find an adviser in the Economics Department, (b) submit a final copy of the thesis to the coordinator of EC 800 on the due date set for students in EC 800, and (c) defend the thesis during a seminar presentation in the Economics Department. Candidates choosing either option must meet the minimum grade requirements for Honors in economics: a B average (grade point of 3.0 on the 4 point scale) in courses taken for the joint major and a B+ on the thesis.

International Major: MA 112, EC 150, EC 155, EC 210*, EC 211*, EC 350*, EC 355*; three electives, one of which must be a 400* level course; one 500 (fall + winter term) course based on work abroad, plus an advanced course in the Language Department. Courses followed by an asterisk* must normally be taken at Middlebury, and as many as possible among the first seven listed should be taken before studying abroad. A minimum of ten economics courses, including the 500 course, must be completed.

International Politics and Economics Major: See p. 177 of this catalog.

II. ECONOMICS JOINT MAJORS AND CONCENTRATIONS

The following courses are not applied economics courses, and therefore do not fill such a requirement in any joint major or concentration involving economics: EC 100, EC 210, EC 211, EC 311, and EC 315.

III. POST-GRADUATE PREPARATION

Persons considering graduate programs in economics are urged to complete the first three sequences plus EC 311 and either MA 315 or MA 318. Majors considering graduate programs in economics or business are strongly advised to do a mathematics concentration.

Aspirants to M.B.A. programs are urged to complete the first three sequences plus EC 315 and EC 320.

We recommend EC 315 for students applying to law school since it offers useful preparation for the practice of law.

Because of the widespread use of computers in both M.B.A. and Ph.D. programs, majors should become familiar with computer programming by completing MA 103 and preferably CX 213, and are strongly advised to take EC 311.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 005 Capitalism, Freedom and Democracy Fall
Mr. Colander

FS 007 Discrimination: Why Does It Persist? Fall
Mr. Cornwall

[EC 100 Introduction to Economics]

EC 150 Introductory Economics (Macro) Fall, Spring

An introduction to the analysis of such macroeconomic problems as inflation; employment levels; the role of money, taxation and spending; and resource use and conservation. (Working knowledge of algebra.) Staff

EC 155 Introductory Economics (Micro) Fall, Spring

An introduction to the analysis of such microeconomic problems as price formation (the forces behind demand and supply); market structures, from competitive to oligopolistic; the distribution of income; and public policy options bearing on these problems. (Working knowledge of algebra.) Staff

EC 210 Economic Statistics Fall

Basic methods and concepts of statistical inference with an emphasis on economic applications. Topics include probability distributions, random variables, estimation and hypothesis testing including contingency table analysis. A weekly one-hour lab at the computer center is part of this course in addition to three hours of class meetings per week. (MA 112.) Mr. Sommers

EC 211 Economic Statistics: Introduction to Regression Analysis Spring

In this course regression analysis is introduced. The major focus is on quantifying relationships between economic variables. Multiple regression enables identifying the effect of several exogenous variables on an endogenous variable. After exploring the classical regression model fundamental assumptions underlying this model will be relaxed and further new techniques will be introduced. Methods for testing hypotheses about the regression coefficients are developed throughout the course. Both theoretical principles and practical ap-

plications will be emphasized. The course goal is for each student to competently employ regression analysis as a research tool and to justify and defend the techniques used. (EC 210.)
Mr. Wunnava

EC 230 The Soviet Economy Spring
This course contrasts allocation of resources and economic performance in Soviet-type economies with market economies in theory and practice. The course examines the theoretical roots and changing economic system of the USSR from Lenin to Gorbachev. East European and Chinese variants are compared and contrasted with reforms under Gorbachev. The role of the Soviet Union and other centrally planned economies in the world economy is discussed, in terms of membership in international institutions and share of East-West trade in global trade and capital flows. (EC 150 or EC 155 or permission.)
Ms. Sokil

EC 300 Current Problems in Economic Policy Fall
This course is designed to relate to economic theory and practice. It considers such problems as unemployment, growth, the deficit and the international debt crisis; it discusses the theoretical and practical problems of a variety of proposed "solutions" such as welfare reform, international monetary reform, profit sharing, industrial strategies, income policies, unemployment insurance reform and tax reform. (EC 150 and EC 155.)
Mr. Colander

EC 310 Economics of Investing in Securities Fall
This course looks at the perils and promises for investors in financial securities. We explore the range of securities currently available to investors and the wisdom offered by economics on various investment strategies. Theories of choice under uncertainty, portfolio theory and beta analysis are developed. (EC 150, EC 155, EC 315 or permission.)
Mr. Sax

EC 311 Applied Econometrics Fall
This course is designed to further students' understanding of parameter estimation, inference and hypothesis testing for single and multiple equation systems. Emphasis will be placed on specification, estimation, and testing of micro/macro econometric models and using such models for policy analysis and forecasting. Large cross-sectional as well as panel data sets will be used for estimation purposes. (EC 211.)
Mr. Wunnava

EC 315 Accounting Fall, Spring
A study of the accounting procedures used by proprietorships and corporations, with maximum attention to theoretical considerations involved.
Staff

EC 320 The Corporation Spring
A study of the economic and social roles played by the corporation—its goals, social responsibilities, management, and financing—and of entrepreneurship and market processes. (EC 150, EC 155 and EC 315.)
Staff

EC 325 Economic Development, Theory and Practice Fall
The process of economic growth and development is studied from theoretical and historical perspectives. Topics include basic growth theory, macroeconomic policy for developing countries, agricultural development, industrialization policy, poverty and distribution and structural adjustment policies and the debt burden. (EC 150 and EC 155.)
Mr. Weeks

EC 330 Comparative Economic Systems Fall
A comparative analysis of market-guided (including socialist), centrally-planned and mixed economic systems and how they address problems of economic management, planning, coordination, development and equality in theory and practice. The latter part of the course will examine issues of international trade and economic relations among countries of differing economic systems. (EC 155.)
Ms. Sokil

[EC 340 International Economics: A Policy Approach]

EC 350 Macroeconomic Theory Fall, Spring
Macroeconomic theory analyzes whether the market effectively coordinates individual's decisions so that they lead to acceptable results. It considers the effectiveness of monetary, fiscal and other policies in achieving desirable levels of unemployment, inflation and growth. The theories held by various schools of economic thought such as Keynesians, monetarists and New Classicals are considered along with their proposed policies. (EC 150, EC 155 and MA 112.)
Ms. Woos (Fall)
Staff (Spring)

EC 355 Microeconomic Theory Fall, Spring
Microeconomic theory concentrates on the behavior of the household (the consumer) and the firm (the producer). The former underlies the theory of demand and the latter underlies the theory of supply. Together the theories of supply and demand help illumine contemporary economic problems (gasoline rationing, sex discrimination in the labor market, the food stamp program, cartelized industries, for example). (MA 112 and EC 155.)
Mr. Cornwall (Fall), Mr. Sommers (Spring)

[EC 360 Urban/Regional Economics]

EC 365 Environmental Economics Fall

An examination of the problems which must be resolved as society considers the costs of preserving or improving its environment versus the benefits from such expenditures. (EC 100 or EC 150 or EC 155 or permission.) Mr. Leary

[EC 411 Economic Forecasting]

EC 415 Public Policy Toward Business Spring

This course examines the role of government in controlling business. Two different means of public intervention are investigated – economic regulation and antitrust policy. The first half of the course introduces economic regulation of free market activity and the recent regulatory reform movement in the 1970's. In the second half of the course, the antitrust laws and their impact on American business are investigated from both a legal and economic perspective. (EC 355.) Mr. Leary

EC 420 Economic Development of Latin America Spring

This seminar will survey dependency theory (including unequal exchange and dependent capitalist development), and neoclassical and Ricardian/Marxian critiques of that theory. Case studies will include a survey of Latin American economic history since the mid-19th century. The debt crisis of the 1980's will be examined including macroeconomic adjustment policies and liberalization. (EC 150, EC 155, EC 325, EC 350 or EC 355.) Mr. Weeks

EC 421 Economic Development of Africa (South of Sahara) Spring

This seminar will survey the economic history of Africa and cover case studies of economic development in Africa. This survey will include the impact of the slave trade, the division of Africa into European spheres of influence (economic motivation, net economic benefits of colonialism, political economy of settler states), agricultural development (role of communal land tenure, role of marketing boards) and the macroeconomics of small open economies. (EC 150, EC 155, EC 325, EC 350 or EC 355.) Mr. Weeks

[EC 430 Inequality and Poverty]

EC 435 Modern European Socialist Economic Thought Fall

This course surveys the debates among European radical and socialist economists over the origin and nature of capitalist economic systems. While the course will refer to some major American writers, the center of the debates for the last twenty years has been either Britain, Italy or France. Topics covered include the transition from feudalism to capitalism, the value controversy, the theory of money, accumulation and crises, and the economic theory of Euro-communism. (EC 350.) Mr. Weeks

EC 437 The Governance of Business Enterprise Spring

The corporate form of governing production has become dominant in capitalistic economies in the last century. What explanations can economists offer for this remarkable dominance of one type of institution? We shall explore the thoughts of early economists like Smith, Mill and Marx as well as recent work on the roles of financial markets and external and internal labor markets in shaping the governance of business. Each student will examine the historical record of the evolution of one firm. (EC 355.) Mr. Cornwall

EC 440 The Economics of International Trade Fall

A study of the causes of trade between nations, and its consequences for economic well-being and the allocation of resources. Trade policies in advanced and poor countries will be analyzed, as well as the interrelationship between trade and economic growth. (EC 355.) Mr. Nolle

EC 445 International Finance Spring

An analysis of the world's financial system and the consequences for open economies of macroeconomic interdependence. Particular topics include exchange rate determination, balance of payments adjustments, and monetary and fiscal policies in open economies. Special attention is paid to the strategies and problems associated with financial liberalization and debt in developing countries. (EC 350.) Mr. Nolle

[EC 450 History of Economic Thought]

EC 455 Industrial Strategies Fall

An analysis of industrial decision-making within a framework involving the decision sciences and microeconomic theory. The course will apply microeconomic optimization techniques, regression analysis, and forecasting techniques to managerial decisions, aimed at achieving a firm's established goals. (EC 211 and EC 355.) Mr. Claudon

EC 465 Special Topics in Environmental Economics Spring

This seminar will explore topics related to the condition of our natural environment such as the supply of natural resources, the demand for energy, policies to deal with pollution and theories of externalities. Actual topics discussed will vary from year to year. (EC 355.) Mr. Leary

[EC 470 Public Finance]

EC 475 Monetary Theory and Financial Institutions Spring

This course follows up EC 350 and further develops macroeconomic theory. Its theoretical focus is on the financial sector, but it is also concerned with the integration of the real and the financial sectors. Modern debates in monetary theory are analyzed and their implications for policy considered. Topics include the role and productivity of money, the institutional structure of U.S. and international financial markets, and the organization and operation of the Federal Reserve System. (EC 350.) Mr. Colander

EC 480 Labor Economics Fall

The purpose of this course is to gain insights into life cycle aspects of modern labor economics. We begin with the development of static labor supply and demand, then develop the tools of decisions made in a dynamic life cycle framework to understanding earnings within the labor market. After understanding this process, we shall focus on earnings distribution, occupational distribution, and other important labor market phenomenon. In addition, life cycle union effects are studied. (EC 211 and EC 355 or permission.) Mr. Wunnava

[EC 498 Seminar on Economic Issues]

EC 500 Individual Special Projects Fall, Spring
(Permission. See Handbook.) Staff

EC 750 Senior Thesis (Environmental Studies) Fall, Winter, Spring

EC 800 Senior Research for Honors Fall, Winter
(Permission.) Staff

See also International Politics and Economics.

ENGLISH

Professors: Paul Cubeta (on leave all year), John Elder, Robert Hill, David Littlefield, Edward Martin (chair), Robert Pack, David Price, Henry Prickitt (fall and winter terms), John Wilders (fall and winter terms). *Associate Professors:* John Bertolini, Gary Margolis (part-time), Elizabeth Napier, Jay Parini *Visiting Associate Professor:* Sydney Lea (part-time) *Assistant Professors:* Julia Alvarez, Kathleen Skubikowski (part-time) *Visiting Assistant Professor:* Cates Baldridge *Instructor:* Diana Henderson *Visiting Lecturers:* David Bain (part-time), Don Mitchell (part-time)

Because of the varied nature of the Department's offerings, courses are differentiated by their second and third digits in the following manner:

Literature (00–19) Dramatic Literature (20–39) Writing (60–79)

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 011 Images of the Earth Fall
Mr. Elder

FS 014 Women in Literature: Myths, Images and Interpretations Fall
Ms. Henderson

FS 019 Words, Music, Action Fall
Mr. Littlefield

FS 029 Shakespeare: Dramatist and Historian Fall
Mr. Wilders

FS 054 Shepherding and the Idea of the Pastoral Spring
Mr. Mitchell

FS 056 American Drama: Texts, Films, Contexts Spring
Mr. Bertolini

FS 058 Imagination, Adolescence and Writing Poetry Spring
Mr. Margolis

COLLEGE WRITING PROGRAM

EL 201, 107, 160, 170 and 175 all satisfy the College Writing requirement. See descriptions below under "Literature" and "Writing" courses that are disignated (CW).

MAJOR PROGRAM

Required for a Major in English are (1) Interpretation of Literature: EL 201 and EL 202; (2) Distribution Courses: four courses in literature, one chosen from each of the following groups: (I) EL 301, 302, 303, 224; (II) EL 206, 304, 305, 306; (III) EL 207, 213, 314, AL 202, AL 301; (IV) EL 208, 309, 312, 229, 230, AL 302, AL 307; (3) Shakespeare (EL 225, 321, 421); (4) a Field (five courses, one of which is a seminar, in drama, novel, poetry, creative writing, or a Field defined by the student and approved by the Department); (5) the Senior Program.

Fields: A Field is a minimum of four courses informed by a coherent principle plus a seminar in a subject appropriate for the field. Up to two of the same courses – but no more than two – may be used to fill both Distribution and Field requirements:

Drama: (1) EL 227 or CL 152; (2) EL 111 or EL 224; (3) EL 321 or EL 225; (4) EL 229 or EL 230 or an approved TH course or a drama course in a department other than English; (5) a seminar.

Novel: (1) EL 206; (2) EL 207 or EL 314; (3) EL 208; (4) AL 301 or AL 302 or EL/AL 309 or an approved fiction course in a department other than English; (5) a seminar.

Poetry: The Lyric Tradition: (1) EL 103 or EL 175 or EL 202; (2) EL 303 or EL 304; (3) EL 213 or EL 314; (4) EL/AL 312 or AL 306 or AL 307 or a poetry course in a department other than English; (5) a seminar.

Creative Writing – Poetry: (1) EL 175; (2) EL 275; (3) and (4) two of: EL/AL 312, EL 213, EL 314, AL 307, EL 460; (5) a seminar.

Creative Writing – Fiction and Nonfiction: (1) EL 107 or EL 160 or EL 170; (2) EL 260 or EL 270 or TH 218; (3) and (4) two of: EL 206, EL 207, EL 314, EL/AL 113, EL 114, EL 208, EL/AL 309, AL 301, AL 302, EL 460, TH 228; (5) a seminar.

Majors seeking to define Fields may, in consultation with their advisers, propose to the chair alternative Fields or different courses within the five Fields listed above. For example, some literature courses in foreign languages and in classics may be substituted for courses in drama, novel and poetry as long as the coherence of the Field is maintained. Those seeking to define "joint" majors with English and another department may, through the way the Field is defined, be able to meet all of the requirements for the major in English, and thus may wish to consider a double rather than a joint major.

A student entering the major should discuss a plan for the entire major program with his/her adviser. At this time the student should get from the adviser or from the department office a copy of the reading list that will form the basis for the General Examination in the senior year. The student will be responsible for all works on the reading list. It should be noted that most distribution courses will *not* be offered every year: in Groups I, II and III there will normally be two each year and in Group IV normally there will be four. Enrollments in Distribution courses may be limited; therefore, it may not always be possible for a student to take a particular course in the year of his/her choice.

Seminar topics will change from year to year. In general, two factors are important: the seminar elected should be an appropriate enhancement of the rationale for the Field, but it may not always be possible for a student to enroll in the seminar of his/her first choice.

SENIOR PROGRAM

The Senior Program includes a required General Examination (EL 705) and an optional one-term Senior Essay or a two-term Honors Thesis (EL 700 or 710). Normally seniors register for one unit of EL 700 or 710 in the fall term and register for the General Examination (EL 705) in the winter term. Students undertaking two-term Honors Theses normally complete them during spring term.

The General Examination receives one course-credit. The examination will be based on a General Reading List, and students are expected to know well *all* of the works on the List. Many of these works may also appear on course reading lists, but not all, and students should expect to do a good deal of independent reading (and rereading) in preparation for the General Examination.

Departmental honors will be determined on the basis of course grades, essay or thesis grade, and the general examination grade. For Honors in any of the three categories – Honors, High Honors, Highest Honors – College rules specify a minimum average of B in course grades and a minimum grade of B on the Essay or Thesis. There is no minimum qualifying grade on the General Examination, except that to qualify for Highest Honors the Department requires a minimum of B+ in each of the three areas (course-grades average, thesis or essay, and the general examination). In determining the numerical average of course grades all courses designated EL will be counted as will all other Middlebury courses which fulfill distribution requirements for the major. Departmental minimum grade averages for each level of honors are:

Highest Honors: A+
High Honors: A or A–
Honors: B+

Normally, essays and theses are critical studies of some aspect of an author's work, but students who have completed EL 460 may petition to undertake a creative writing project. Each senior is assigned to a faculty member for guidance on the essay or thesis.

Fall term and spring term Senior Essays must be submitted no later than the last day of classes. Late essays will receive a grade no higher than C. Theses (two-term writing programs and projects) must be submitted no later than the end of the second week of classes after spring recess, or no later than the end of the first week of classes following Thanksgiving recess. Late theses will receive a grade no higher than C and will have no oral examination or outside reader. No one is permitted to register for the second term in a Thesis program unless he or she has accomplished and submitted a substantial amount of work during fall term.

LITERATURE

[*EL 110 Continental Fiction]

[*EL 111 European Drama]

[*EL 112 Mythologies Timeless and Timely, Traditional and Contemporary]

***EL/AL 113 Visions of Nature** Spring

Responses to nature over the past two centuries: themes to be followed include the Romantic connection of autobiography with landscape, the development of a wilderness ethic from the reevaluation of mountainous terrain, and the reemergence of natural history as a literary genre. Writings by Gilbert White, Wordsworth, Emerson, Thoreau, Darwin, John Muir, Clarence King, Mary Austin, J.W. Krutch, Aldo Leopold, and A.R. Ammons as well as paintings by John Constable, Frederick Church, Martin Johnson Heade, Georgia O'Keeffe, and the photography of Ansel Adams and Eliot Porter. Mr. Elder

[*EL 114 Reading Women's Writing]

EL 201, 202 Interpretation of Literature

The EL 201–202 sequence introduces students in some depth to writers whose works are regarded as central to the English poetic tradition as it has developed from the Middle Ages to the modern period.

Those intending to major in English are advised to complete the EL 201–202 sequence *before* they elect other courses above the 200 level. EL 201 is a writing intensive course that meets the College Writing requirement.

EL 201 Chaucer, Shakespeare, Milton (CW) Fall, Spring

In this course students will study and discuss selections from Chaucer's *Canterbury Tales*, two of Shakespeare's plays and Milton's *Paradise Lost* in its entirety. Taught in sections of limited size; frequent writing assignments. (Open to sophomores and freshmen who have completed the Freshman Seminar requirement, who intend to major in English, American Literature and Civilization, or Literary Studies; open to other students, space permitting.) Mr. Baldridge (Fall) Staff (Spring)

EL 202 Major Poets from the Eighteenth to the Twentieth Century Fall, Spring

A course designed as a continuation of EL 201. Students will read selected poems by five or six of the following: Pope, Blake, Wordsworth, Keats, Tennyson, Arnold, Yeats and Eliot. Taught in a lecture format with quizzes and/or short papers and a final exam. (EL 201 or permission.) Mr. Pack, Mr. Hill

Courses below that fill Departmental requirements are so indicated by the number of the group, (I, II, III or IV) in parentheses, and (WS) for the Shakespeare requirement.

EL 206 Early English Novel (II) Spring

The development of the English novel in the 18th century. Novelists include Defoe, Richardson, Fielding, Sterne and Lewis. Mrs. Napier

EL 207 Nineteenth Century English Novel (III) Fall, Spring

Close analysis of form, theme and character in representative English novels of the 19th century. Novelists to be read include Austen, Dickens, Thackeray, Trollope, the Brontes, Eliot, and Hardy. Mr. Hill, Mr. Baldridge

EL 208 Twentieth Century English Novel (IV) Fall, Spring

This course will focus on novelists of the modern period: Conrad, Joyce, Lawrence, Forster and Woolf. Readings in modern and contemporary criticism will help define the contexts within which these novelists worked and are read. Mr. Price, Mr. Parini

EL 213 English Romanticism (III) Spring

Primary attention will be given to poetry and prose selected from the six major English Romantic poets: Blake, Coleridge, Wordsworth, Keats, Shelley and Byron. Mr. Pack

EL 224 Medieval and Renaissance Drama (I) Spring

A study of Elizabethan and Jacobean dramaturgy as practiced by such masters of comedy and tragedy as Marlowe, Jonson, Shakespeare and Webster, with medieval drama as a background.
Ms. Henderson

EL 225 Shakespeare's Comedies (WS) Fall

Close examination of selected scenes from *A Midsummer Night's Dream, The Merchant of Venice, Much Ado About Nothing, As You Like It, Twelfth Night* and *Measure for Measure.* Although the constituent parts of each play—construction, character, theme and language—will be considered, the major emphasis will be on the effects created in performance. Students will be expected to take part in readings, as at a rehearsal.
Mr. Wilders

[EL 227 Greek Comedy]

[EL 229 Modern British Drama (IV)]

EL 230 Contemporary British Drama: 1950 to the Present (IV) Fall

Analysis of the language, style, dramaturgy and meaning of plays by Rattigan, Beckett, Osborne, Pinter, Shaffer, Gray, Bolt, and Stoppard, with some attention paid to contemporary British cinema. (Not open in 1988–89 to students who have taken EL 229.)
Mr. Bertolini

EL 301 Chaucer (I) Fall

Reading and discussion of selections from the *Canterbury Tales* and *Troilus and Criseyde*, with reference to intellectual background through the 14th century.
Mr. Littlefield

[EL 302 Medieval Literature (I)]

[EL 303 English Literature of the Sixteenth Century (I)]

[EL 304 English Literature of the Seventeenth Century (II)]

EL 305 Eighteenth Century Poetry and Prose (II) Fall

An examination of major poets and genres of the 18th century, with special emphasis on the shift from classic to romantic modes around the middle of the century. Attention will also be paid to the visual arts of the period (painting, architecture, and gardening).
Mrs. Napier

[EL 306 Restoration Literature (II)]

EL/AL 309 Contemporary Literature (IV) Fall

This course will explore different genres in contemporary literature, especially the ways writers have dealt with the legacy of Modernism. Among novelists, we will read Bernard Malamud, Ann Beattie, John Updike, Italo Calvino, and Gabriel Garcia Marquez. The poets we will consider are Robert Penn Warren, Charles Wright, and Seamus Heaney. Among essayists and critics, we will examine Gore Vidal and Joan Didion.
Mr. Parini

EL/AL 312 Modern Poetry (IV) Spring

A representative study of the poetry of Hopkins, Hardy, Yeats, Pound, Eliot, Thomas, Frost, Robinson, Crane, Stevens, Williams, Auden, and others writing primarily in the period between the turn of the century and the Second World War. We will concentrate on a careful reading, exploration, and celebration of individual poems within the larger context of such issues as literary tradition, literary modernism, and the place and function of poetry in the modern world. We will at all points attempt to examine closely the various critical strategies we review, adopt, evolve, and apply in the course of our reading.
Mr. Price

[EL 314 Victorian Literature (III)]

EL 321 Shakespeare (WS) Spring

An intensive scrutiny of language, character and theme in several of Shakespeare's plays with a primary focus on *Hamlet* and *King Lear.* (Juniors and seniors.)
Mr. Bertolini

SEMINARS

The process or *activity* of the seminar is as important as the subject: in each seminar there will be close analytical discussions of the reading, and those discussions will form the basis for extensive writing requirements. Seminars that fill requirements in the major in addition to Field requirements are so indicated.

Registration for the Seminar program is organized before the normal registration period by a Departmental committee. Inquire at the Department office for application procedures *at least one week before registration.* Students not majoring in English are welcome to apply, and are encouraged to do so. Students abroad, or studying elsewhere during junior year, should indicate their seminar preferences well in advance of each registration period, and should have someone register for them.

Courses that fill the English Department seminar requirement are listed below, including several seminars offered by other departments and/or programs.

AL 450 Seminar in Major Authors: Hawthorne Fall

See American Literature listings for description.

Ms. Schirmeister

AL 450 Seminar in Major Authors: James and Wharton Spring

See American Literature listings for description.

Ms. Millier

CL 420 Seminar in Classical Literature Spring

See Classics listings for description.

Mr. Price

CL 450 History of Classical Literature Fall

See Classics listings for description.

Ms. Catto

CS/LS 260 Introduction to Literary Criticism and Analysis Fall

See Chinese listings for description.

Mr. Berninghausen

LS 705 Literary Studies Colloquium Fall

See Literary Studies listings for description.

Mr. Donadio

EL 401 Seminar: History and Theory of the Novel Spring

This course will explore the novel from both an historical and a theoretical perspective. We will examine those texts—from the picaresque to Beckett—which best illuminate structural changes in the genre wrought by historical forces. Concurrently, we will study those works which most starkly reveal the chronic potentialities and tensions within such novelistic concerns as narrative voice, characterization, the limits of didacticism, and the conflicting claims of realism and romance. Special attention will be devoted to recent theoretical considerations of the genre, as well as to what the novelists themselves have had to say about their craft. (Please apply at Department office.)

Mr. Baldridge

EL 402 Seminar: Modes of Reading: Drama, Gender, and Class Fall

A close reading of twelve plays produced on the British stage, supplemented by readings in the theory and criticism of drama. We will focus on the representation and significance of class and gender roles, tracing both continuity and change from the Renaissance to the present. Playwrights studied will include Shakespeare, Jonson, Behn, Shaw, Beckett, and Churchill; secondary readings will include essays by Dryden, Wilde, Brecht, Woolf, and Soyinka. (Please apply at Department office.)

Ms. Henderson

EL 403 Seminar: Dickens and Eliot Fall

A study of selected novels by Charles Dickens and George Eliot, including *Great Expectations* and *Middlemarch*. (Please apply at department office.)

Mr. Prickitt

EL 404 Seminar: Modern Poetry Fall

The class will read widely in the best of the modern poets writing in English. Through discussion, reports, and papers, and with the help of some ancillary texts, we will try to evolve a useful language of understanding, appreciation, and judgment appropriate to the complex and often puzzling poetry of this century. It is the task of the seminar to encourage responsive and responsible readings, while at the same time dispelling some of the anxieties and misconceptions which so often stand between modern poems and their potential audience. (Please apply at Department office.)

Mr. David Price

EL 405 Seminar: Criminal Violence, Criminal Justice: Law and Literature Spring

A study of trial process as it occurs in the courtroom and in literary texts. Our principal legal texts are *Criminal Violence, Criminal Justice* by Charles Silberman and *The Bramble Bush* by Karl Llewellyn. Our principal literary texts are *The Stranger* by Albert Camus and *The Brothers Karamazov* by Fyodor Dostoyevsky. In addition to critical reading, we will follow the progress of at least one felony trial in Vermont District Court. (Please apply at Department office.)

Mr. Littlefield

EL 421 Seminar: Shakespeare Fall

In this course we will examine closely the diction, images and psychological patterns in *Hamlet, Othello, Macbeth, King Lear, Antony and Cleopatra* and *The Tempest*. Special attention will be given to the themes of accountability and forgiveness. (Please apply at Department office.)

Mr. Pack

WRITING

Admission to writing courses is by permission. Please come to the Department office at least one week prior to registration.

Courses meeting the College Writing requirement are designated (CW).

EL 107 Journal and Essay (CW) Fall, Winter

This course will be grounded in the keeping of journals, and will explore the ways in which essays can connect and expand such initial records of perception. Discussion in class will often focus on students' own writing. But we will also devote attention to the work of contemporary essayists, among them Edward Hoagland, Joan Didion, Annie Dillard and Lewis Thomas. (Permission; see above.) Mr. Martin, Mr. Elder

EL 160 The Structure of Nonfiction (CW) Fall, Spring

Workshop discussion will center on what students write for each class. This course should be considered only by those dedicated to improving their creative, analytical writing. (Permission; see above.) Mr. Bain, Mr. Hill

EL 170 The Structure of Fiction (CW) Fall, Winter

An introduction to the reading and writing of some of the forms of fiction. Attention will be given to the technical aspects of selected novels and short stories, which will be analyzed in discussion and written assignments. Other assignments will include exercises in particular structures, such as character and setting, point of view, scene, dialogue and narration. Student stories will be analyzed and discussed. (Permission; see above.)
Mr. Baldridge, Ms. Alvarez (Fall)
Mr. Parini (Winter)

EL 175 The Structure of Poetry (CW) Spring

An introduction to the reading and writing of poetry which emphasizes its structural and musical aspects. Exemplary American and English poems will be examined carefully to appreciate, as Frost says, "the easy way the obstacle of verse is turned to advantage." (Permission; see above.) Mr. D. Price

TH 218 Intermediate Workshop: Playwriting I Fall

See Theatre, Dance and Film/Video listings for description. Mr. Sprigg

[TH 228 New Plays: Playwright and Director]

EL 260 Intermediate Workshop: NonFiction Fall, Winter, Spring

Focusing on the contemporary familiar essay, this workshop will explore the writing process with particular attention to composition techniques, economy and clarity of expression, analytic tools to highlight problems in revision, and the dynamic relationship between "meaning" and "content" in successful writing projects. Class discussions will be based on student manuscripts and published model works. Students will be required to write and revise 6–8 papers. (EL 107 or EL 160 or EL 170, and permission.) Mr. Mitchell, Ms. Alvarez

EL 270 Intermediate Workshop: Fiction Fall, Spring

Study and practice in techniques of fiction through workshops and readings in short stories and novels. Emphasis will be placed on revision; individual conferences with the instructor will be arranged. (EL 107 or EL 160 or EL 170, and permission.) Ms. Alvarez, Mr. Lea (Fall)
Mr. Lea (Spring)

[EL 275 Intermediate Workshop: Poetry]

EL 460 Advanced Writing Fall, Spring

Advanced workshop in poetry and prose primarily for students planning to do a senior essay or honors thesis in creative writing. (Two writing courses at the introductory and intermediate levels with a grade of B or better at the intermediate level, and permission.) Mr. Parini

SPECIAL PROJECTS

The Department will consider applications from qualified students who wish to undertake advanced tutorials in literature, dramatic literature and writing. A student proposing a tutorial should, after discussion with a possible project director and with his/her adviser, submit a brief written proposal to the Department office two weeks prior to registration.

A Creative Writing project (EL 560) may be undertaken after completion of the introductory, intermediate and advanced workshops in writing. Course credit for satisfactory work at the Bread Loaf Writers' Conference may be given at the EL 560 level if the prerequisites for EL 560 have been met.

EL 500, 520, 560 Special Projects Fall or Spring
Staff

SENIOR PROGRAM

The following courses are elected during the Senior year. See *The Senior Program,* above, for descriptions.

EL 700 Senior Essay Fall, Spring

EL 705 General Examination Winter

EL 710 Senior Thesis Fall, Spring

*Foundations Course

THE PROGRAM IN ENVIRONMENTAL STUDIES

Professors: David Andrews (Sociology/Anthropology), Brewster Baldwin (Geology), John Elder (English), Victor Nuovo (Philosophy) *Associate Professors:* Robert Churchill (Geography), Raymond Coish (Geology) *Assistant Professors:* Richard Arthur (Philosophy), Lucy Harding (Geology), Tamar Mayer (Geography), Neil Leary (Economics), Burke Rochford (Sociology/Anthropology), Sallie Sheldon (Biology), Jack Schmidt (Geography and Geology), Stephen Trombulak (Biology, Director)

The field of Environmental Studies explores the relationship between humans and their environment. Such a study involves information from a variety of disciplines, including economics, natural science, political science, geography, sociology, and philosophy. The Program in Environmental Studies is designed to provide students an interdisciplinary major that focuses on the diverse facets of environmental science as well as to provide in-depth training in one or more specific disciplines. After graduation, students may continue on to graduate school in environmental science, as well as environmental law, resource economics, anthropology, or wildlife biology. Because the major includes significant work in two divisions, students majoring in Environmental Studies are not required to take a concentration.

Program Requirement: Students must select to be in either the Natural Science or the Social Science/Humanities Track of the major. Each track involves six required courses and four cognates. Additionally, each student must select a focus and an adviser within their chosen track. Courses taken within the focus that are not specified must be approved by the adviser.

Natural Science Track

Core courses:
BI 190 (General Ecology)
CH 103; 104 (Fundamentals of Chemistry I and II)
GL 112 (Environmental Geology)
MA 106 (Introduction to Statistical Science); 112 (Mathematical Analysis I)

Cognate courses (any four courses; at least two must be above the 100 level):
EC 365 (Environmental Economics); 394 (Natural Resource Management)
GG 211 (Economic Geography); 230 (Environmental Conservation; 354 (Weather and Climate)
PS 104 (American Political Processes) *or* PS 208 (U.S. Congress)
PA 190 (Ethics and the Environment); 230 (Philosophy of Science)
SA 307 (Social Movement and Collective Action)
EL/AL 113 (Visions of Nature)

One of the following foci:
Biology: 125, 4 additional courses at the 200-300 level, 1 course at the 400 level
Chemistry: 4 courses at the 200-300 level, 2 courses at the 400 level
Geology: 3 courses at the 200-300 level, 1 course at the 400 level, and 2 units of 700

Social Science/Humanities Track

Core courses:
EC 155 (Introductory Economics); 365 (Environmental Economics) *or* 394 (Natural Resource Management)
GG 211 (Economic Geography) *or* 212 (Urban Geography); 230 (Environmental Conservation)
PA 190 (Ethics and the Environment)
PS 104 (American Political Processes) *or* 208 (U.S. Congress)

Cognate courses (any four courses; at least two must be above the 100 level):
BI 190 (General Ecology); 390 (Advanced Ecology)
CH 103 (Fundamentals of Chemistry I); CH 172 (Environmental Chemistry)
GL 112 (Environmental Geology); 252 (Geomorphic Processes)
MA 103 (Introduction to Computers) *or* CX 213 (Computer Science I); MA 106 (Introduction to Statistical Science);

One of the following foci:
Economics: 210, 355, 465, 1 additional course at the 200-300 level
Geography: 100, 4 additional courses at the 200-300 level, 1 course at the 400 level
Philosophy: 180, 4 additional courses at the 200-300 level, 1 course at the 400 level
Sociology/Anthropology: 103, 190, 302, 710, 2 Area Studies courses
Literature and Writing: EL 107 *or* 160 *or* 170, EL 260, EL 213, EL/AL 113, AL 202, CS 225

Senior Independent Work: Some foci require independent work in the related department during the senior year. Students with other foci may also elect to do independent work; this work may be carried out either as a one or more semester project (ES 500: Independent Studies). Students must carry out this work under the supervision of a faculty member in the department that best characterizes the research project. Students wishing to undertake a 500 project must submit a proposal well in advance of registration for the semester when the work is to begin. Proposals must be submitted to the project adviser, the Program Director, and an additional faculty member from the track.

Honors Program: Students with an average of B+ or better in courses required for the major may apply for Program Honors before beginning an Independent Study (ES 500). After a public presentation, Honors will be given for a project of superior quality (B+ or better).

ES 401 Environmental Policy Formation Fall

Students will work together to formulate and justify policy measures that they think would be appropriate to deal with a local environmental problem. Policy recommendations will be based on research into economic, social, and environmental factors related to the problem. This course will show students how disciplinary knowledge can be integrated in a synthetic manner and offer the experience of working as a team toward the solution of a real-world problem. Considerable field work and library research will be involved, and the final exam will consist of a public presentation and defense of student-generated policy recommendations. (Junior or senior standing.) Mr. Trombulak.

ES 500 Independent Study Fall, Winter, Spring

FRENCH

Professors: Simon Barenbaum, Edward Knox, Nancy O'Connor (chair), Carol Rifelj (at Middlebury in Paris) *Assistant Professors:* Bethany Ladimer (Dean, French School) *Visiting Assistant Professors:* Elizabeth Bowen, Beatrice Ness, Robert Ponterio *Visiting Instructor:* Charles Nunley *Lecturer:* Huguette Knox *Assistant:* Nathalie Pont

The French department considers competence in French to be the essential prerequisite to any advanced work. Most incoming freshmen are placed according to their ability in French and background in FR 203 or FR 205. Beyond FR 205, courses in civilization, literature and further language study are available at the 200 and 300 levels.

The advanced level program at Middlebury is weighted somewhat towards literature rather than civilization while the reverse is true of the Junior Year program in Paris. Students particularly interested in French Civilization should consider FR 230, FR 277, FR 343 and literature courses designed with a major sociocultural component (FR 362, FR 365, FR 366, FR 375). Other departments offer courses which deal in some depth with France: AR 102, 216, 305; HI 104, 346; PS 103, 107, 225, 406. Further civilization offerings are available in the Middlebury summer and Paris programs.

Required for the major: Total of no fewer than 10 courses, no more than 14.

I. *Two* introductions to French Literature: FR 227, FR 228, or FR 229; or FR 267 (Lectures de textes littéraires) in Paris; or FR 491 (Analyse littéraire) in summer.

II. One course in contemporary French civilization: FR 230, FR 343, or PS 406; or FR 450 (La France contemporaine) in Paris; or equivalent in summer.

III. One course in French history: HI 346; or, in Paris, FR 330, FR 333 (Histoire de la France), FR 350 (Architecture et urbanisme), or FR 449 (Histoire sociale de la France).

IV. Three advanced courses in French or francophone literature.

V. One senior seminar (literature or civilization) or senior project (500, 700).

Other courses counting for the major include: a) at the Vermont campus: FR 205, FR 255, FR 277, FR 305; certain advanced courses offered during the winter term (with permission of the chair); other summer 300- and 400-level courses; b) in Paris: language and linguistics courses, comparative literature (with a major French component), French theater, cinema, or television, Politique extérieure de la France, Vie Politique en France. College Board AP scores of three and above count toward graduation but not toward the major.

We expect majors to spend their junior year at the Middlebury College School in France, where they may not earn more than five units (full year program) or three units (semester program) toward the major. The preliminary session in Paris does not count toward the major but is figured into the GPA as two half-units. Most courses in France will be at the 300 or 400 level.

During the senior year at least two advanced courses in French must be taken at Middlebury, including the senior seminar or independent work.

Required for a joint major: a minimum of seven courses, including two from category I, one from categories II and III, two advanced courses in literature, and senior work to be determined individually. At least one advanced course in French must be taken during the senior year.

Senior Independent Work: Upon completing at least two 300-level courses in the department, majors who are well-prepared and who have an average in French of B+ or better may receive permission to do independent work during their senior year. They may consider various formats: an essay or project (FR 500, one semester) or a thesis (FR 700, semester and winter term). Independent work may also be undertaken in the context of a course or be linked to a teaching internship.

To undertake a 500 or 700 project, students should consult the departmental guidelines and present their proposals well in advance of registration for the semester when the work is to be done.

Honors: The department will award Honors, High Honors, or Highest Honors on the basis of a student's work in the department and performance in senior independent work approved in advance by the department.

The School in France: Middlebury offers both year and semester programs in Paris. Qualified students from any academic department may apply. Spaces in the semester program are limited. Only students with valid academic reasons may be considered for the semester program. Students who are interested in studying abroad who are double or joint majors or International majors, or who plan on participating in the Teacher Education Program, should consult the appropriate advisers as early as possible to avoid any conflicts in requirements. Students may earn one course per semester in France toward their concentration. They should in any event contact the Dean of the French School before registering for their sophomore year. See below the representative list of courses offered in France.

Students planning to participate in the program in Paris must have completed two full years of college at the time they undertake their study abroad; they must have taken at least one course beyond FR 205 by the spring before going to Paris; and they must have an over-all average of at least B− and an average in French of at least B. We expect all applicants to demonstrate their commitment to French by continuous study of French from the time of their enrollment at Middlebury, and to maintain their academic level if they are accepted. Students applying for a semester only are required to take FR 230. Applications for admission to the School in France, whether for the full year or one semester, should be submitted by January 31 if possible.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 001 Versions of the Foreign Fall
Ms. Basu, Mr. Clifford, Mr. Knox

FR 101 Intensive Beginning French Winter

An introduction to listening, speaking, reading, and writing in French, providing the syntactic and semantic foundations of the French language in a concentrated program of grammar presentation, drills, laboratory work, and discussion. Primary emphasis will be placed on the student's active use of the language. **This course is for students who have not studied French before.** It does not fulfill the foreign language distribution requirement. Normally students are expected to continue with FR 102 after successfully completing FR 101.
Staff

FR 102 Beginning French Spring

Continuation of FR 101, dealing with more complex French. Oral skills are stressed. (FR 101.) This course does not fulfill the foreign language distribution requirement. Mr. Barenbaum

FR 203 Intensive Intermediate French Fall, Spring

An active and intensive review of French grammar for students having had good beginning-level training in French. We will work to perfect not only mastery of the structures of the language with practice of writing and reading, but also to develop oral comprehension and production skills. The course meets five times a week. (By placement.)
Ms. Ness, Mr. Ponterio

PREREQUISITES TO THE MAJOR

FR 205 Toward Liberated Expression Fall, Spring

A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety and vocabulary acquisition. Sections limited to 15 students.

This requirement for the major may be satisfied by placement at a higher level. Staff

FR 230 Introduction to Contemporary France Fall, Spring

An introduction to several major sectors and themes: the family, the school system, social structures, the economy, the political structures and parties. Emphasis on the vocabulary of these sectors, language appropriate to situating them in context, and the ability to analyze documents involving such themes. (FR 205 or placement.)

This requirement may be met by FR 343, PS 408, FR 450 (La France contemporaine) in Paris, or by an equivalent in the summer French School.

Ms. Knox

At least two of the following three courses:

Each of these courses is a survey of some of the major figures and trends in French poetry, theater or prose, designed to acquaint the student with the history of the genre, the technical problems involved and the use of French critical terminology in the study of literature. As noted, students are strongly advised to take the corresponding "Introduction" course before enrolling in an advanced course.

FR 227 Introduction to French Poetry Spring

(FR 205 or placement.) Mr. Nunley

FR 228 Introduction to French Theater Fall, Spring

(FR 205 or placement.) Mr. Barenbaum

FR 229 Introduction to French Prose Fall, Spring

This course fulfills the College Writing requirement. Ms. Bowman, Mr. Ponterio

LANGUAGE, LITERATURE, AND CIVILIZATION

Majors must also take one course in French history, three advanced courses in French or francophone literature, and one senior seminar or senior work.

[FR 112 Humanists and Heroes]

[*FR 115 Realism: French Fiction from Stendhal to Proust]

***FR 120 Women Writers in France** Spring

This course will focus on women as seen by major women writers in France over 300 years. We shall seek to understand the evolving portrait of woman, including her place in society, her relationships with men, the family and the work of work outside the home. We will look at explicit and implicit statements about traditional female roles as well as reflections on the need for change. We shall finally explore relationships between this subject mattter and the literary and semantic strategies adopted by the authors. Texts by Sand, Colette, Beauvoir and others. Ms. Ladimer

FR 255 Improving Writing in French Spring

This course will be devoted to developing the student's ability to write clear, nuanced and well-articulated French in a variety of modes and formats. Recommended for students who wish more language practice or whose instructor recommends such work before courses at the 300 level. (One course 227–8–9, 230. Others by permission.)

Ms. O'Connor

FR 277 Facets of a Changing France Winter

Newspapers, magazines, texts and films will present in a variety of facets the image of a changing country. The main part of our classroom work will be oral: reports and discussions by individual students and small groups. (FR 230 or special permission.) Mr. Barenbaum

FR 305 Advanced Practice in Written French Spring

Intensive work in composition, stylistics, grammatical analysis and translation (mostly from English to French). Attention will be given to such problems as comparative grammar, lexical structure and differentiation between spoken and written language. For students whose written French is already very good. Ms. O'Connor

FR 343 Topics in Contemporary French Civilization: France 1986–88 Fall

We will look at various aspects of France and French life between the legislative elections of 1986 and the aftermath of the presidential elections of 1988. We will consider political life; the young, immigrants, women; decentralization; cinema, theater and the arts. Essentially for seniors returning from programs in France. Others by instructors permission. (FR 230 or the equivalent.)

Mr. Barenbaum

FR 361 French Classical Theater Fall

A study of the theater of Corneille, Racine, and Molière. The course will investigate the dialectics of moral conflict in Corneille's tragedies; Aristotelian catharsis and Jansenist pathos in Racine's tragedies; the aesthetic and social meanings of Corneille's and Racine's reinscriptions of Greco-Roman ideals, virtues, and "heroes"; the limits of social criticism in Molière's satires; and the interplay between culture and power that delimited the social role of theater in French society and in the courts of Louis XIII and Louis XIV. (FR 228 recommended.) Ms. Bowman

[FR 362 Women and the Novel of the Ancien Régime]

FR 365 Literature and Society in the Ancien Régime Fall

We will examine how writers and philosophers of the 17th and 18th century shaped the sensibilities and the world vision of their contemporaries. During a period when it grew difficult to distinguish between literary and philosophical movements and reading became synonymous with thinking, writers were the political and social mirrors of their time. We will try to trace the evolution of the world they reflected, from the deep religious convictions of Pascal through the acerbic wit of Voltaire, and finally to the "revolutionary" questions posed by Figaro in Beaumarchais' play. Authors may also include Corneille, Molière, Montesquieu, Marivaux, Diderot, Rousseau, and Laclos. Ms. O'Connor

[FR 369 Renaissances in Sixteenth Century Literature]

FR 375 The Nineteenth Century Novel Spring

France in the 19th century seemed to be in a perpetual state of upheaval. Adolescence is difficult enough as it is but the highly unstable political, social and economic situation perpetually undermined the self confidence of the young. We will examine a series of novels portraying the needs and desires of these young people and discuss the environment in which they lived. Mr. Ponterio

FR 376 Nineteenth Century Poetry Fall

Poetry as a genre virtually exploded into prominence in 19th century France. We will examine the evolution of versification, the poet's concern for the social environment, and the relation between poetic expression and the other arts. From the early work of romantics such as Lamartine and Hugo, through the genius of Baudelaire, and on to the impressionistic verses of the symbolists, Verlaine, Rimbaud, and Mallarmé, the course will seek to develop the students' knowledge of the period, their critical and analytical ability, and their appreciation of the genre. Mr. Nunley

[FR 380 The Twentieth Century Novel]

FR 387 Twentieth Century Drama: The Crisis in Representation Spring

We will study the breakdown of traditional tools for the dramatic representation of "reality"—characters, plot, referential language. Plays by Jarry, Breton, Cocteau, Sartre, Genet and Beckett, and the dramatic theories of Artaud, Brecht and Strehler will be examined. We will study this crisis against the background of late monopoly capitalism and investigate its significance in the evolution of postmodern culture. (FR 228 recommended.) Ms. Bowman

[FR 388 Twentieth Century Poetry]

[FR 442 Workshop in French Radio]

FR 500 Independent Projects Fall, Spring

Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Approval of the project should be obtained well in advance of registration for the semester in which the work is to be done. FR 500 projects or essays proposed by senior majors for honors must be approved by the department as a whole. Staff

FR 700 Senior Research Fall, Winter, Spring

For Senior majors who are candidates for Departmental Honors. Students should seek out an adviser and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. FR 700 essays and projects must be approved by the department as a whole. Staff

FR 705 Senior Seminar: The Twentieth Century Novel Spring

In this introduction to the most significant themes in the 20th century novel (space, time, etc.) textual analysis will be introduced through a variety of critical perspectives (from structuralism to psychoanalysis). Also, the relationship between text and narrator will be examined as well as the mission of the writer. Authors will include: Proust, Gide, Breton, Camus, Robbe-Grillet and Tournier. Participation and a research paper required. (Senior majors or permission.) Ms. Ness

The following is a representative list of courses offered in the last few years for Juniors in the Middlebury Paris program:

La France: de l'absolutisme à la Révolution et à l'Empire
Architecture et urbanisme de Paris
Initiation aux techniques de la scène
La littérature du moyen âge
Flaubert et Proust
Introduction à la linguistique
Analyse de films
Arts d'Afrique
Histoires de l'art médiéval; moderne; contemporain
Histoire sociale de la France
Vie politique et partis en France dupuis 1945
Problèmes économiques du Tiers Monde et les conditions du développement
Relations internationales

See also Division of Foreign Languages and College Writing Program.

*Foundations Course

FRESHMAN SEMINAR PROGRAM

Director: Eric Davis (Political Science)
Participating Faculty: Richard Arthur (Philosophy), Ellen Basu (Sociology/Anthropology), Barbara Bellows (History), John Berninghausen (Chinese), John Bertolini (English), Thomas Beyer (Russian), Catherine Campbell (Chinese), Sunhee Choi (Chemistry), Nicholas Clifford (History), Janine Clookey (Mathematics and Computer Science), David Colander (Economics), Susan Cook (Music), Richard Cornwall (Economics), Eric Davis (Political Science), Sergei Davydov (Russian), Elizabeth Dore (History), John Elder (English), Fabio Girelli-Carasi (Italian), Robert Gleason (Chemistry), Leger Grindon (Theater, Dance, and Film/Video), Diana Henderson (English), Claudia Henrion (Mathematics and Computer Science), William Howland (Northern Studies), Joanne Jacobson (American Literature and Civilization), Edward Knox (French), Judith Liskin-Gasparro (Spanish), David Littlefield (English), Gary Margolis (English), Tamar Mayer (Geography), Brett Millier (American Literature and Civilization), Donald Mitchell (English), Paul Nelson (Political Science), Victor Nuovo (Philosophy), Judith Olinick (Russian), Michael Olinick (Mathematics and Computer Science), Robert Prigo (Physics), David Prouty (Psychology), Roberto Veguez (Spanish), John Walsh (College Chaplain), Christopher Watters (Biology), John Wilders (English), Christopher Wilson (Art)

Freshman Seminars are thematic courses which approach an area of intellectual inquiry from a perspective which attempts to make connections among a number of the traditional disciplines. A Freshman Seminar will have an enrollment of no more than 15 students for each faculty member in the seminar. The Freshman Seminars will have an intensive writing component. All entering students will register for one Freshman Seminar. The instructor of this seminar will be the freshman faculty adviser for all the students enrolled in the course. Normally, Freshman Seminars may not satisfy departmental major requirements.

FS 001 Versions of the Foreign Fall

An exploration of the workings and effects of culture, in contact and in conflict. Our objectives are to heighten our sense of what constitutes culture, and to explore that topic through ethnographic, historical, and narrative analysis of a variety of materials, primarily fiction and film. We will deal with: foreignness as revealed by exiles and captives; colonialism and imperialism and their legacies (Latin America, Africa, Southeast Asia); and Americans at home and abroad. Authors may include Achebe, Conrad, Defoe, Greene, Jhabvala, and Rodriguez. Three seminar groups plus joint sessions. This course will have an enrollment of up to 45 students, in three sections of 15 students each.
Ms. Basu, Mr. Clifford, Mr. Knox

FS 002 Memory, Imagination, and Meaning Fall

"Who art thou, then?"
"Part of that Power which eternally wills evil and eternally works good." (Goethe—*Faust*)

This course will revolve around and radiate out from the themes of Margarita and Magdalene, as expressed in novels, plays, operas, and films. Works to be studied include *Faust*, *The Master and Margarita*, *The Phantom of the Opera*, *The Gospel of Matthew*, *Jesus Christ Superstar*, and *Doctor Zhivago*. We will examine these important works in different media and genres in an attempt to explore our response and how we can assign meaning and share that reaction with others. The course will include reference to a variety of critical and scholarly methodologies. Students will be asked to respond to all of the works, both verbally and nonverbally, and will play a major role in determining the ultimate direction and destination of the course.
Mr. Beyer

FS 003 War in Literature East and West Fall

This seminar explores the nature and effects of war in a variety of Asian and Western contexts. The focus is primarily on the 20th century. Readings include fiction, nonfiction, and poetry from China, Japan, Korea, Vietnam, Europe and the United States. Using these literary materials as bases for discussion, we will look at war from historical, social, political, technological, and artistic perspectives, stressing cross-cultural comparison. Several war-related films and guest lectures will supplement the readings. There will be frequent writing assignments, involving experimentation with different genres and styles. Ms. Campbell

FS 005 Capitalism, Freedom, and Democracy Fall

In this seminar we consider a set of themes set out by Milton Friedman, in a book entitled *Capitalism and Freedom*, and explore how economic, social, and political issues make solutions to our current problems difficult, but not impossible. Issues considered include financing education with vouchers, eliminating governments' monopoly on money, and eliminating restrictions on who can be a doctor or a lawyer. Mr. Colander

FS 006 From the Cradle to the Grave: Music and Human Life Fall

How does music give meaning to all stages of our life? What music do people listen to and use at different stages in their lives? How have composers and performers expressed their understandings of these stages? We will explore these questions by looking at music that comes from or chronicles childhood through old age. Musical examples for study will include such seemingly disparate works as lullabies and children's nursery songs, Copland's *Appalachian Spring*, Bernstein's *West Side Story*, Mahler's *Kindertotenlieder*, songs by Irving Berlin and Cole Porter, traditional Vermont ballads, and pieces chosen by the students themselves. Ms. Cook

FS 007 Discrimination: Why Does It Persist? Fall

In the 1850's there was a movement for the civil rights of women and in the 1870's there was a civil rights movement for blacks which resembled in some ways more recent such struggles. What happened to these earlier efforts and why do the recent civil rights movements seem to have gone so much farther? What can we learn from psychology about how people label other people and about what leads to scapegoating? We shall read some work by anthropologists that sheds light on the origin of gender roles and inequality. We shall look at the sociology and history of racial and sexual inequality in our politics, our schooling, our businesses, our lives. Finally, we shall explore the role of markets and of administrative (or "internal labor market") economic institutions in mitigating and/or sustaining discrimination. Through readings, films, research, papers, and presentations, participants will have an opportunity to explore discrimination in our society and in our lives. Mr. Cornwall

FS 008 Constitutional Controversies and Contemporary Political Issues Fall

In this seminar we will study three or four important constitutional issues in the context of both the late 18th and the late 20th centuries. First, we will see how the issues were matters of controversy during the writing, ratifying, and amending of the Constitution of the United States between 1787 and 1791. Then, we will see how the same issues form the basis for contemporary political debates. Possible topics include the roles of the legislative and executive branches in the making of foreign policy, the selection and election of the President, the relationship between government and religion, and the place of the Supreme Court in the American political system. The seminar will end with a Mock Court case. Mr. Davis

FS 009 The View from the Kremlin Fall

The Russian mind in 1988 is the result of a history and cultural tradition quite different from our own. By examining historical and literary documents, the arts, religion, and political systems, we will try to develop a sense of the "cultural literacy" which educated Russians share. To see the world through their eyes is also to look at our own beliefs from a new perspective. This seminar aims at a total immersion in Russian culture—art, film, literature, music. There will be frequent written assignments and artistic projects. Mr. Davydov

FS 010 Central America: The Struggle for Change Fall

This seminar will examine the historical transformation of Central America from the mid-19th century to the present. Students will study the post-independence attempts to forge a single country in Central America, U.S. intervention, the consolidation of despotic regimes, and the nationalist, populist, and revolutionary struggles that have swept the region. We will look at how people of different social classes have been affected by the current political and economic crisis. The seminar will conclude with an analysis of the U.S. foreign policy debate over Central America. Ms. Dore

FS 011 Images of the Earth Fall

We will consider three autobiographical artists who have recorded their visionary journeys through nature. Our main texts will be Thoreau's journal, *Maine Woods*, and *Walden*; Basho's haiku and

Narrow Road to the Deep North; and the photographic portfolio entitled *Eliot Porter.* Journal-keeping will be central to this seminar. In addition, students will each write a personal account of our trip to Mount Katahdin, compose a sequence of *haiku*, and produce a photo-essay on a local landscape. Our group will climb Mount Katahdin over Mid-Term break (October 22–25), so students should make sure they have no conflict with this trip before signing up for the seminar.
Mr. Elder

FS 012 The Nature of Science Fall

This seminar will attempt to develop in the student an appreciation for the nature of science through an in-depth examination of the development of several concepts, laws, and theories that played critical roles in the development of chemistry as a science. We will begin with the early ideas of the Greek philosophers and proceed in a more or less chronological order through the wave nature of matter. Mr. Gleason

FS 013 Genre and Spectator Response in the Cinema: Comedy, Horror, and Suspense Fall

Many film genres are identified by the reaction they excite in the viewer. The seminar will investigate spectator response as a generic standard in comedy, horror, and suspense films. The class meetings will discuss questions such as: What provokes laughter? Why do viewers take pleasure from the horrible? Is there a relationship between suspense and guilt? In addressing these problems, the class will refer to explanations offered by psychoanalysis, sources in literature, the intentions of filmmakers, and the design of the films themselves. In addition to joining in seminar discussions, students will write several short papers. Included in the readings are works by Freud, Poe, and Cavell. Films by Kubrick, Hitchcock, and Buster Keaton, among others, will be viewed. Mr. Grindon

FS 014 Women in Literature: Myths, Images, and Interpretations Fall

"Nature imitates art," quipped the aphoristic Oscar Wilde. To some extent, literature does shape as well as represent how we see and what we see, the culture in which it is created and those cultures which preserve it. In studying some of the most complex and influential images of women in western (European) writing, we will explore not only past myths and their literary impact, but also the degree to which these renditions of female experience and nature inform contemporary "readings" of gender. Works by Aeschylus, Plato, Shakespeare, Behn, Goethe, Bronte, Freud, Woolf, Rhys, and Morrison, with selections from the Bible and Ovid.
Ms. Henderson

FS 015 Introduction to Computers Fall

This seminar is intended as an introduction to computers for students who want to learn about computers but who do not intend to pursue computer science in depth. The seminar has three primary goals: to learn how to use existing programs (including word processing and spreadsheet/data base programs), to write programs in BASIC (including graphics), and to explore various issues of computers in society. Ms. Henrion

FS 016 The Exploration of the Arctic: 1750–1920 Fall

This seminar will trace the Euro-American exploration of the Arctic regions of North America and the search for the Northwest Passage. Daily journals and the subsequent accounts of explorers, from Samuel Hearne to Vilhjalmur Stefansson, in addition to modern historical treatments, will comprise seminar readings covering the period 1750–1920. Facsimile editions of maps and navigation charts of that period, together with a variety of modern maps, photographs and satellite images will provide the necessary spatial context for the study of moving boundaries of geographical knowledge, with emphasis on the corresponding advances in northern environmental science. Mr. Howland

FS 017 The Idea of the Midwest in Twentieth Century America Fall

This seminar will be concerned at least as much with a set of images of the Midwest as with an actual place located somewhere between Ohio and Nebraska. We will be examining the ways in which 20th century American writers and artists have constructed a symbolic Midwest in response to the cultural disruptions produced by industrialization and urbanization – investing that "Midwest" with a set of quintessentially "American" values deriving both from the promise and possibility associated with the frontier and from the coherence and stability associated with a fertile landscape and with rural life. Ultimately, then, we will be exploring not only a region and its mythology but the imaginative process by which Americans have coped with change. Texts will include: fiction by Mark Twain, Hamlin Garland, Sinclair Lewis, Willa Cather, Joan Chase; the architecture of Frank Lloyd Wright; the paintings of Grant Wood; the photographs of Wright Morris; a contemporary film dealing with the farm crisis. Ms. Jacobson

FS 018 Food Chemistry Fall

Basic chemistry, literature study, laboratory work and field trips will be used to explore food chemistry. Why is orange juice tasty? Is it related to vitamin C or color? Why does a peeled apple turn brown, and why does Julia Child advise to spray lemon juice on the apple to prevent brown? Is apple browning the same as bread and meat browning? Why is yeast used in bread making and beer

making? What are the differences between egg yolk and egg white? What effects does each have on our favorite recipes? Why are there so many varieties of cheese? Requirements are written laboratory reports, maintenance of a journal, and a final examination. 2 hrs. lect., 2 hrs. lab. per week.
Ms. Choi

FS 019 Words, Music, Action Fall

A non-technical examination of the manner in which words and music come together to generate drama. We will explore a range of materials: music by Schubert and the Beatles, Strauss's *Capriccio* and Puccini's *La Boheme*, and song settings by Rorem, Ives, and Samuel Barber. The seminar will conclude by studying *Romeo and Juliet* and *Othello* and musical versions of these plays by Leonard Bernstein (*West Side Story*) and Giuseppi Verdi (*Otello*). Mr. Littlefield

FS 020 Refugee Migration: Causes and Consequences Fall

Displacement of people has become a major issue in the recent history, geography, and politics of "hot spots" in the world. Public policy, however, distinguishes between political and economic refugees. Illustrating with the examples of Palestinian, Indochinese, Ethiopian, Tamil, and Central American refugees, the seminar will focus on the economic/political distinction, on the general migration theory, on the role of public policy, on the choices of destination and on the sense of "home." Ethical and ethnic considerations will be discussed as well. Ms. Mayer

FS 021 Literary California Fall

This seminar will examine the hold the state of California has had on the American imagination in literary works by native Californians and by emigrants. Readings in the history and popular culture of the California Dream will support our study of the state's more serious literary endeavors. Students will write six to eight papers during the term, including a research paper, and will give one or more oral presentations in class. Ms. Millier

FS 022 Good and Thought of Good Fall

This seminar rests on the fact that this place is a school; on the belief that the proper business in a school is to seek and enjoy clarity; on the conviction that one of the subjects it would be good to have clarity about is how one and we should live; on the knowledge that such clarity has been deeply considered in philosophical texts; and on the procedural principle that clarity comes from close reading and thinking. On these foundations we will proceed to read a few Western thinkers on the topics: what is a good life; what place does thinking about a good life have in a good life; what is the relation between my good life and the good lives of other persons and the good of the whole; how could it be that old books about a good life do – or don't – continue to have anything to say to us in our own inquiries into and pursuits of this subject. Readings from Aristotle, Thomas Aquinas, Spinoza, and others. Mr. Nelson

FS 023 Reason and Beyond Fall

A reading of two texts: Kant's *Critique of Judgment* and Nietzsche's *The Birth of Tragedy*. Kant's 3rd *Critique*, published in 1790, marks the intellectual boundary between the 18th and 19th centuries and points in both directions: back towards the rational self sufficiency of the Enlightenment, towards the well-formed life that reason taught itself to live within, and ahead towards the creative life of the romantic which perceived beyond the boundaries of the mind a terrifying yet exhilarating nothingness. Nietzsche's *The Birth of Tragedy*, published in 1872, is a classic expression and exploration of this romantic mood. The texts will be read in their historical context and related to the present human situation. Mr. Nuovo

FS 024 Speaking of Language Fall

What one, definitive attribute makes humans human? Many linguists believe that language, more than any other single factor, accounts for the success of our species and its dominance over all other forms of life. This introduction to the study of human language asks, among other questions: How are all languages alike and to what extent may they differ? How and where is language stored and processed in the brain? How do children manage to learn such a complex system so early and effortlessly? Can we teach language to our close relatives the great apes? How do we make social judgments about language? Ms. Olinick

FS 025 Cryptology: The Mathematics and Technology of Making and Breaking Secret Codes Fall

Cryptology studies hiding the meaning of messages, principally (1) the science of making communications unintelligible to all except the intended recipients and (2) the efforts of unintended recipients to discover the true contents. The progress of cryptology has closely paralleled the discovery of new mathematical and technological ideas, from invisible inks to high speed computers. We will introduce the mathematical ideas that underlie classical and modern cipher making and breaking. We will study how codes have figured prominently in wars and diplomacy and why they are important today in the protection of data banks and verification of proposed nuclear disarmament treaties. We will look at how such authors as Edgar Allen Poe, Jules Verne, and Arthur Conan Doyle employed cryptologic devices in their fiction, investigate the suggestion that Shakespeare's plays contain a code revealing Francis Bacon as their true author, and probe the current controversy over whether non-governmental study and research

about cryptology threatens the national security. Two years of secondary school mathematics are sufficient background for this seminar.
Mr. Olinick

FS 026 The Art and Physics of Structural Engineering Fall

Large scale structures like the Eiffel Tower and the Brooklyn Bridge are striking examples of a new form of art. Not architecture or machine design, such structures are a product of an engineering imagination—an imagination that applies the new materials and methods of technology in an economic *and* aesthetically pleasing way. This seminar will introduce the student to the relatively short history of this art form by looking at the major engineer-artists and their works. Equal emphasis will be given to structural and aesthetic aspects of such large scale objects. Over 1200 slides will be shown. Mr. Prigo

FS 027 The Elusive Mind Fall

Although most of us share a common sense notion as to what mind is, Science and Philosophy have seldom agreed on a specific theory as to the nature of mind. In this seminar we will follow the search for a definition, from philosophers such as Descartes, Hume, and Kant through psychologists such as James, Freud, Skinner, and Piaget. We will also consider the mind computer analogy and the mind/brain question. Mr. Prouty

FS 028 Human Nutrition: Concepts and Controversies Fall

Are we what we eat? Or do we eat what we are? Or are those questions poorly put? Everyone knows something about nutrition and has an opinion about what constitutes "good" nutrition. We will examine what we eat, what perhaps we ought to eat and, especially, how difficult it is to answer nutritional questions. We will also explore the controversies that surround such topics as: "fast foods," diets and dieting, and the role of nutrition in the etiology of cancer and cardiovascular disease. Lectures will introduce students to the biology and chemistry of food and its assimilation.
Mr. Watters

FS 029 Shakespeare, Dramatist and Historian Fall

Readings and discussions of *Julius Caesar*, *Richard II*, *Henry IV Parts 1 and 2*, *Henry V*, and *Coriolanus*. Each play will initially be considered as a drama and students will be expected to undertake roles and read them aloud in class as at a rehearsal. In addition the plays will be discussed not only as dramatizations but as interpretations of historical events. Shakespeare will be considered as a historian and his view of history compared with that of the historians from whom he took the material for these plays. Mr. Wilders

FS 030 Our Fiery Trial: An Interdisciplinary Examination of the American Civil War Fall

The seminar will begin with a review of the major historical events of the Civil War. We will then study the conflict from a number of vantage points including the poetry of Walt Whitman, the prose of Stephen Crane, the photographs of Matthew Brady, the writings of Abraham Lincoln, and the paintings of Winslow Homer. Particular emphasis will be placed upon the thoughts and attitudes of the common soldier as reflected in his diaries and journals. Mr. Wilson

FS 032 War and Peace in the Nuclear Age Fall

This seminar examines the ethical and political relationship between nuclear weapons, national security policy, and international politics. What are the ethical and political problems created by the invention of nuclear weapons? How have nations reacted to these problems? What effects do nuclear weapons have on the conduct of foreign policy? Possible readings include Art and Waltz, *The Use of Force*; Blacker and Duffy, *International Arms Control*; Lifton and Falk, *Indefensible Weapons*; Miller, *Strategy and Nuclear Influence*; Schelling, *Arms and Influence*; Talbott, *Deadly Gambits*; and Walzer, *Just and Unjust Wars*. Mr. Walsh

FS 033 A Hitchhiker's Guide to Philosophy Fall

A subtle initiation into philosophy through humor. We shall begin by exploring philosophical questions raised by Douglas Adams' *Hitchhiker's Guide to the Galaxy* concerning life, emotions and reason, time travel, probability, existence, values, death, and the absurd. Then we shall examine the sometimes weirder answers given them by philosophers ancient and modern, and in the process learn some rudiments of philosphical argumentation and satirical writing. Mr. Arthur

FS 050 The City in American History Spring

This is a seminar about cities and their role in the shaping of American history. We will examine urban life and development from a variety of perspectives by exploring cities as physical constructs, as well as centers of culture. Emphasis will be placed on the reality of the city over time through studies of individual cities, such as Boston and New York, as well as the city of the imagination as expressed in novels and poetry. Another important theme will be the clash between rural and urban value in the politics of the nation that was "born in the country and moved to the city." Through research and writing projects, students will trace the origins of the problems that continue to plague city life.
Ms. Bellows

FS 051 Literature and Revolution Spring

A comparative study of 20th century literature in which the main theme is political revolution. Works of significant literary value will describe revolutionary movements in various parts of the world from contrasting ideological perspectives. The weekly one hour lecture and two hours of discussion will explore the interrelationship between political didacticism and literary artistry. Two seminar groups plus joint sessions. This course will have an enrollment of up to 30 students, in two sections of 15 students each.

Mr. Berninghausen, Mr. Véguez

FS 053 Visions of Alienation and Assimilation: Hispanic Writers in the United States Spring

This seminar will examine Hispanics' visions of themselves as members of two cultures. Issues of ethnicity, gender, and class will be studied through readings of novels, short stories, poetry, and essays by *chicano*, Cuban-American, and Puerto Rican writers. (Knowledge of Spanish not necessary.)

Ms. Liskin-Gasparro

FS 054 Shepherding and the Idea of the Pastoral: The History of a Metaphor Spring

This seminar will examine the uses of shepherding as an enduring motif in Western literature, stretching from the Old and New Testaments through such works as Wordsworth's narrative poem "Michael" and Hardy's novel *Far From the Madding Crowd*, to modern-day essayists such as E.B. White. Simultaneously, this pastoral ideal will be tested against the reality of present-day systems of commercial sheep production; the economic history of shepherding as an agricultural enterprise will be studied and related to land-use patterns in "idealized" rural landscapes such as Vermont, and the interplay between biological characteristics of this animal and the evolution of human culture will be considered. Mr. Mitchell

FS 055 The Fundamentals of Probability Spring

An introduction to foundational and philosophical aspects of probability at a level which presumes only three years of secondary school mathematics. Examples from other disciplines illustrate concepts and applications of probability, and historical readings as well as readings from current literature illustrate further its importance in society.

Ms. Clookey

FS 056 American Drama: Texts, Films, Contexts Spring

Analysis of language, character, and meaning in plays of the 1930s, '40s, and '50s, by O'Neill, Hellman, Williams, Miller. Discussion of how film adaptations modified the meaning of the plays, how social contexts sometimes motivated the creation of the plays, and how certain films, like *On the Waterfront*, entered into dialogue with the plays.

Mr. Bertolini

FS 057 From the Page to the Screen: Novels and Films of Contemporary Italy Spring

Many of the films which have contributed to the reputation of excellence enjoyed by Italian cinema are versions of modern novels. We will investigate the relation between literature and cinema in Italy by comparing a series of 20th century novels and their film versions while focusing on the cultural aspects that they portray, and how they may reflect the image that Italians have of themselves. The use of narrative conventions and formal devices employed in the reproduction/imitation of reality in literature and film also will be analyzed. We will develop a basic repertory of critical terms and ideas by discussing such concepts as time, space, conflict and the role of morality in relation to their functions in the two art forms. Course will be taught in English. Mr. Girelli-Carasi

FS 058 Imagination, Adolescence and Writing Poetry Spring

This course will look at images and theories of adolescence, particularly the college years, as well as different ideas, attitudes and representations of the imagination. Students will read materials from psychology and contemporary American poetry that speak to these ideas and write essays and poetry that speak to and with these themes. This is primarily a course for students interested in writing poetry as well as in these related themes.

Mr. Margolis

GEOGRAPHY

Associate Professor: Robert Churchill (on leave all year) *Assistant Professors:* Ron Liebowitz (chair), Tamar Mayer, Jack Schmidt *Instructor:* Paul Blank

Geography is concerned with describing and analyzing spatial patterns and with understanding the processes by which spatial form changes through time. In pursuing these concerns geographers have customarily carried out their studies in many different cultures and environments; consequently there has been a strong emphasis upon international as well as regional and local studies. Moreover, the diversity of economic, social, political, and physical variables involved in spatial studies has created many interdisciplinary links. Finally, geography has a tradition of service to society. Geographers serve as policy makers in business and in local, state, and national government, addressing issues in resource use, planning, transportation, and a variety of problems related to the spatial organization of society.

Required geography courses for the major in Geography: Ten geography courses are required to complete the major. These include: GG 100; GG 250; GG 310 or GG 320; GG 330; two seminars from the 400-level sequence; and four additional courses, at least two of which must be numbered between GG 100 and GG 250.

Required cognate courses for the major in Geography: Students in consultation with their advisers will design a cognate curriculum, which must include one statistics course (for example, MA 106 or EC 210) and at least one additional mathematics course.

Departmental Honors: Students who seek to earn Honors are required to write a thesis. An Honors thesis proposal must be submitted to the department for approval prior to the term in which the thesis is to be written. If the proposed topic is approved, the student may register for GG 700. After an evaluation of the thesis, Honors are conferred or denied on the basis of 1) the grade assigned to the thesis and 2) compliance with the rules stated under Departmental Honors in the Handbook.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 020 Refugee Migration: Causes and Consequences Fall
Ms. Mayer

***GG 100 Geography: A Modern Synthesis** Fall, Spring

An examination of the foundations of modern geography. Emphasis is placed on the spatial organization of human society and people's relation to the environment. The geographic dimensions of current urban, national, and world problems are stressed. 3 hrs. lect., 3 hrs. lab. Open only to freshmen and sophomores. Mr. Liebowitz (Fall)
Mr. Blank (Spring)

GG 210 The Geography of Development Spring

An examination of development and underdevelopment from a geographical perspective. Topics to be discussed include problems of regional growth and inequality, the role of urbanization in development, international trade and development, regional development planning, and environmental constraints and problems. 2 hrs. lect., 1 hr. disc.
Ms. Mayer

GG 211 Economic Geography Spring

An examination of the character, evolution and distribution of economic activity, stressing the determinants of locational behavior associated with agricultural, commercial and industrial activities. Regional economies from both the more and less developed worlds will be selected for spatial analysis. Mr. Blank

GG 212 Urban Geography: Patterns, Problems and Policies Spring

Geographical analysis of urbanism and urbanization including the structure and mechanics of the urban space-economy. Particular attention is placed on significant problems of cities in both the developed and underdeveloped world, and on policies for addressing these problems. 2 hrs. lect., 1 hr. disc.
Ms. Mayer

GG 213 Population Geography Spring

[GG 215 Political Geography]

GG 220 Geographical Perspectives on the Middle East Fall

This course examines the Middle East and North Africa from a geographical perspective, with emphasis on environmental and historical underpinnings of the region, traditional patterns of cultural and ecological adaptation to aridity, the changing roles of city, village, and tribe under the impact of modernization, and structures of historical and contemporary political geography. Of special importance will be the development of the colonial and contemporary space-economies of the region
Mr. Blank

GG 222 Contemporary Geography of the Soviet Union Fall

This course will concentrate on contemporary Soviet society, analyzed in its spatial context. Included in our coverage will be the administrative structure of the state; the economic organization of space, which will include an historical overview of economic policy, the laws of socialist and Soviet development and agricultural policies; and a section on the demographics of a stratified multinational society, which will address the economic and political implication of policies intended to lessen some of the recognized demographic imbalances. Three (3) one-hour lectures weekly, discussion expected. Mr. Liebowitz

GG 225 Culture and Environment Fall

An examination of the search for and varying interpretations of the relationship between culture and environment. The course focuses on traditional themes in cultural geography, including the impact of early humans on environment, the origins of agriculture and cities, modes of ecological adaptation of societies at various levels of complexity, the impact of economic development, and issues of population, resources, and environmental degradation. Mr. Blank

[GG 250 Physical Earth Processes]

GG 251 Geomorphic Processes Spring

An investigation of landforms that explores the nature and effects of surface processes – weathering, mass wasting, and erosion – on varied lithologic and tectonic frameworks. Field and laboratory work is focused on the role of glacial and fluvial processes in west central Vermont. 3 hrs. lect., 3 hrs. lab. (GG 250, GL 112, GL 161, or permission.) Mr. Schmidt

NE 252 Biogeography Spring

See Northern Studies listings for description. Mr. Howland

[GG 254 Weather and Climate]

GG 255 Surface Water Resources and Development Fall

An introduction to basic concepts in hydrology is used as a basis for evaluating important issues in water resource development; including dam operations in the Colorado River basin, the future of the Bureau of Reclamation, hydroelectric power and fisheries in the Pacific Northwest, the wild and scenic river system, and large dam construction in developing countries. Mr. Schmidt

GG 260 Social Aspects of Environmental Issues Fall

This course examines the development of environmental perceptions and attitudes in the U.S. and in lower developing countries (LDCs). The course is divided into three parts: the first part deals with historical approaches and cultural responsiveness to the environment, the perception of wilderness, and the history of the conservation movement. The second part deals with specific issues including National Parks and Forests, water, energy, acid rain and toxic waste. The final part of the course focuses on environmental conservation in LDCs. Issues of war and the environment, development and underdevelopment, and population and resources are covered. Lect./disc. Ms. Mayer

GL 290 Energy Fuels and Mineral Development Fall

See Geology listings for description. Mr. Schmidt

[GG 310 Cartography and Graphics]

[GG 320 Geographic Information Systems]

GG 330 Research Methods in Geography Spring

An examination of geographic problem definition, methods of data collection, and scientific methods of problem solving. The course is an intensive writing course and employs faculty tutorials to provide close supervision of writing. 2 hrs. lect., 1 hr. tutorial. Staff

GG 400-level Seminars Fall, Spring

Seminars are to provide the advanced student with an opportunity to pursue particular research areas in depth. They require intensive writing and reading of the relevant literature. Four seminars are identified: economic, urban, physical, and topics in Soviet geography. Seminar descriptions will be provided for each registration period.

GG 411 Seminar in Economic Geography Fall

Mr. Blank

GG 412 Seminar in Urban Geography: Women in the City Spring

Ms. Mayer

[GG 415 Seminar in Political Geography]

[GG 422 Seminar in Soviet Geography]

[GG 450 Seminar in Physical Geography]

GG 500 Research in Geography

Fall, Spring

Staff

GG 700 Senior Research

Fall, Winter, Spring

Staff

*Foundations Course

GEOLOGY

Professor: Brewster Baldwin *Associate Professor:* Raymond Coish (chair) *Assistant Professors:* Peter Goreau, Lucy Harding (on leave fall and spring), Jack Schmidt *Visiting Instructor:* David Elbert

The Department of Geology provides students with an opportunity to experience the methods of science, using geologic examples. In addition, we endeavor to provide those students who may wish to pursue the field of geology with the opportunity to acquire basic knowledge and principles which will equip them for further professional training. With the Green Mountains to the east, and the Adirondacks and Lake Champlain to the west, the environs of Middlebury College afford an excellent setting for study and research in geological, oceanographic, and environmental science. The curriculum takes advantage of this setting by stressing field-oriented and laboratory supported inquiry of problems in all facets of earth science, especially petrology, tectonics and oceanography. Students are encouraged to develop ways of actively examining and interpreting observational data. Since Vermont is a classic area for study of mountain system evolution, one general theme of the program is to relate geologic process to the origin and evolution of global tectonic patterns integrating data from the world's oceans and continental areas. Geology majors have used their Middlebury degree as a stepping stone to graduate school in geology, to industry, to a teaching career or to careers in business, law or architecture.

The department's introductory courses include: Earthquakes and Volcanoes (GL 104), Environmental Geology (GL 112), Evolution of the Earth (GL 152), Elements of Oceanography (GL 161), and Global Tectonics (GL 170). These introduce students to active research areas in geological science and are vehicles for acquiring the basic understanding of processes which have shaped the earth. Students can enter the program in geological science through either of these courses, and may then concentrate in these or other areas depending on where their interests develop. GL 170 and GL 152 have been designated Foundations courses. GL 104 is a Foundations course designed for non-majors.

Students are expected to have completed at least one of the four introductory level courses before proceeding to more advanced work. Beyond the introductory level, work at the intermediate level takes the form of more advanced courses (200 and 300 series) and less formal seminars (400 series) designed to encourage independent study of specific topics. No specific course (except senior research) is required. However, Bedrock Geology of Vermont (GL 201) and Mineralogy (GL 211) are strongly recommended for students majoring in geology. Work in the geologic sciences culminates in a two-unit senior thesis that consists of an original contribution based on field and/or laboratory investigations by the student. There is a great deal of flexibility in programs possible in earth science.

Requirements for the Geology Major: The program for a geology major shall consist of 11 courses within the department. These must include a 400-level course and 2 units of senior research-thesis, and may include no more than 2 courses at the introductory level. Interdisciplinary concentration is encouraged, and a maximum of 3 nonintroductory level courses in cognate sciences may be counted toward the 11-course requirement for the major.

Students planning to major in geology are required to complete four courses, (not all in one department) in the cognate sciences of biology, chemistry, mathematics and computer science, and physics. Graduate schools require additional cognates. Students should consult with their advisers for selection of specific courses.

Departmental Honors in Geology are given only for outstanding contributions in original research, and are in no way related to grades in courses, etc., except within the guidelines of the *College Handbook.*

[GL 101 National Parks]

***GL 104 Earthquakes and Volcanoes** Spring

Why did Mount St. Helens erupt? When will the next great earthquake occur in California? Designed for non-majors, this course deals with the two greatest natural hazards. Topics include recent case histories, the plate tectonic causes for volcanic eruptions and earthquakes, and the art and science of forecasting natural disasters. The course also will explore the rapid evolution of scientific ideas that have led to a coherent theory on all geological processes affecting the planet Earth. 3 hrs. lect.
Mr. Coish

GL 112 Environmental Geology Spring

Geologic processes affect society and must be considered when making environmental decisions. This course uses discussion, lecture, lab and field format to introduce and come to a consensus on problems relating to soil erosion, ground and surface water, supply contamination of soils and water, floods, subsidence, landslides, earthquakes, volcanism, coastal erosion and energy sources. Six indoor labs study groundwater and environmental planning. Six field labs map the Bristol delta, the Weybridge Slump and part of Chipman Hill. 3 hrs. lect. and disc., 3 hrs. lab/field trips.
Mr. Schmidt

[*GL 152 Evolution of the Earth]

GL 161 Elements of Oceanography Fall

Oceanographic exploration introduced through study of ocean basins and continental margins. The multidisciplinary nature of oceanography is emphasized by using principles of marine geology, geophysics, geochemistry, and biology to address contemporary problems. Techniques of data collection are taught aboard the College's research craft, as part of continuing research on the evolution of Lake Champlain. 3 hrs. lect., 3 hrs. lab./field trips. Mr. Goreau

***GL 170 Global Tectonics** Fall

Sea-floor spreading and continental drift, origin and evolution of mountain systems, and concepts of plate tectonics viewed in light of recent advances in the geology and geophysics of ocean basins and continents. Laboratory: field problems in Vermont geology; interpretation of geologic maps, regional tectonic synthesis. 3 hrs. lect., 3 hrs. lab./field trips. Mr. Coish

GL 201 Bedrock Geology of Vermont Fall

A course designed to introduce students to the fascinating geology of New England. Six field problems (combining class and lab time) to local areas are supported by lectures on classification and meaning of rocks. Emphasis on descriptive writing and on use of data to interpret origin of rocks. Last few labs are an introduction to fossils. Culminates in a written report on the geological evolution of Vermont. 3 hrs. lect., 3 hrs. lab/field trips. (An introductory geology course.) Mr. Baldwin

[GL 204 Marine Resources and Management of the Coastal Zone]

GL 211 Mineralogy Fall

A course in the nature, identification, composition, and meaning of minerals and mineral assemblages. Introduction to crystallography, optical mineralogy, X-ray analysis and electron microprobe analysis. Laboratory: study of minerals in hand specimen and thin section; use of X-ray diffraction and electron microprobe in mineral analysis. 3 hrs. lect., 3 hrs. lab. (An introductory geology course.) Mr. Coish and Staff

GL 222 Natural Resources of South Africa Spring

This course explores South Africa's diverse mineral production. Economic geology, on which the political structure of the country is built, includes deposits of gold, diamonds, platinum, chromite, and coal. The origin and production of these different kinds of mineral resources will be discussed. In addition, some geologically ancient rocks in Swaziland give an insight into the early history of the earth and early one-celled life. Permian fossil plants and vertebrates, and glacial deposits, are common to other continents of the southern hemisphere; this has long been used as strong evidence for break-up of a mega-continent, and continental drift. Students will write papers related to South Africa's resources. Mr. Baldwin

GG 251 Geomorphic Processes Spring

See Geography listings for description. Mr. Schmidt

GG 255 Surface Water Resources and Development Fall

See Geography listings for description. Mr. Schmidt

GL 290 Energy Fuels and Mineral Development Fall

Within the past few decades, the adverse impacts of mining and minerals have gained wide attention. However, mining and processing are activities that must continue if modern societies are to persist. This course will examine the geologic basis for mineral occurrence, the geographic distribution of mineral occurrence, the nature of mineral exploration and mine development, reclamation of mined lands, environmental issues associated with disposal of processing waste, the socio-economic impacts of mining development, the dependence of the U.S. on strategic mineral imports, and reform of the 1872 mining law. 3 hr. lect. (One course in geology, geography or resource economics.) Mr. Schmidt

GL 321 Sedimentary Rocks Fall

An overview of the tools used in determining plate tectonic settings of sedimentary rocks. Lectures cover depositional systems and facies relationships, stratigraphic principles, origin of sedimentary structures and textures. Labs include methods in sedimentary basin analysis, sedimentary petrology and fossils. 3 hrs. lect., 3 hrs. lab. (One geology course.) Mr. Goreau, Mr. Baldwin

GL 322 Igneous Petrology Spring

An inquiry into the origins, tectonic settings, and evolutions of magmas, utilizing field data, mineralogy, phase equilibria, and geochemistry of the igneous rocks. Laboratory will include field studies in Vermont and adjacent New York as well as extensive thin section studies of rock suites chosen to illustrate the varied petrogeneses of igneous rocks. 3 hrs. lect., 3 hrs. lab. (GL 211.) Mr. Coish

GL 332 Metamorphic Petrology Spring

An analysis of metamorphism based upon the mineralogy, mineral assemblages, and textures of metamorphic rocks. Discussions will characterize the progressive metamorphism of sedimentary and igneous rocks. Emphasis will be placed on the interpretation of metamorphic processes in terms of tectonic environment. The use of metamorphic histories to understand tectonic events will also be discussed. 3 hrs. lect., 3 hrs. lab. (GL 211.) Staff

GL 342 Marine Geology Spring

The oceans cover over 70% of the Earth's surface, but only in the last few decades has extensive investigation of the geology of the Earth beneath the sea been possible. This course will present the results of these continuing investigations. Although the whole field of marine geology will be reviewed, the emphasis will be on marine sediments and sedimentary processes, and the historical geology of the oceans. Laboratory: synthesis of geological and geophysical data concerning a selected region of the ocean, with special emphasis on the results of the Deep Sea Drilling Project. 3 hrs. lect., 3 hrs. lab. (GL 161, or GL 170.) Mr. Goreau

GL 381 Structural Geology Fall

The behavior of earth materials in a dynamic earth. Geometric and kinematic analysis of deformed rocks. Regional tectonic setting of earth structures. Laboratory: detailed mapping and interpretation of complex structures in selected field locations: quantitative analysis and interpretation of deformation as seen on maps and aerial photographs: stereographic analysis of complex fabrics from varied local field areas. 3 hrs. lect., 3 hrs. lab./field trips. (A geology course or permission.) Mr. Elbert

GL 382 Geophysics Spring

An introduction to the physical nature of the Earth from two perspectives: i) Whole-Earth Geophysics: the large-scale properties of the planet, including formation, structure, gravity, orbital properties, and seismology, and ii) Geophysical Exploration: acquisition and interpretation of geophysical data derived from surface and satellite-based observation. 3 hrs. lect. (PH 109 or permission.) Mr. Goreau

GL 401–404 Seminars

These seminars provide experience at an advanced level in such areas as field techniques, laboratory techniques, geologic literature and geologic writing. Each course meets once a week and focuses on some aspect of geologic research. *A research seminar is required of all geology majors in their junior or senior year.* The seminars are open to others by permission.

[GL 401 Stratigraphy and Tectonics]

GL 402 Geochemistry Spring

An advanced course in the use of elemental analysis to interpret the origin of rocks. Literature survey of current geologic problems in geochemistry. Instruction in analytical techniques. (Permission.) Mr. Coish

GL 403 Mountain Systems – Structural and Thermal Evolution Fall

A seminar/field research course which focuses on the internal geometries, mechanics, kinematics and thermal histories of mountain systems. Emphasis will be on current problems related to the origin of the Adirondack and Green Mountains. (Permission.) Mr. Elbert

[GL 404 Modern Processes]

GL 500 Readings and Research Fall, Spring

Individual or group independent study, laboratory or field research projects, readings and discussion of timely topics in earth and environmental science. Staff

GL 700 Senior Research

A two-unit senior program dedicated to original research in geological science resulting in a written thesis which must be orally defended. Staff

*Foundations Course

GERMAN

Professors: Thomas Huber (chair), Kimberly Sparks, Van Horn Vail (at Middlebury in Mainz) *Assistant Professor:* Helmut Liebel *Visiting Assistant Professor:* Reinhard Andress *Visiting Instructor:* Bernd Widdig (spring term) *Lecturer:* Constance Kenna (on leave all year) *Assistant:* Elisabeth Jung

Departmental students are normally expected to take eight courses above the 200 level. Since all higher-level courses are conducted in German, completion of German 202 or its equivalent is prerequisite for acceptance into the department. The department reserves the right to administer a placement test in order to determine the course with which a student should begin study of German at Middlebury. Credit for Advanced Placement is only given for the top two scores, a high score on the departmental placement test and a placement conference with the student. The department expects that all majors will have had at least one semester in a German-speaking country by the time they graduate. Junior majors will normally spend one or two semesters at the Johannes Gutenberg-Universität in Mainz.

Prerequisites for Study Abroad: For the program in Mainz at least two courses above GN 202. Students must have junior standing by the time they begin their studies abroad. General Programs Abroad Committee guidelines apply.

There is no comprehensive examination in the senior year, but students returning from Mainz are expected to take a German course each semester.

Honors: To be a candidate for honors, a student must have an average of at least B– in German. Honors work is normally done during a student's last semester at Middlebury. Students have the option of doing either an independent thesis or a project.

GN 101 Elementary German Fall

The course consists of three lectures, three drills and laboratory. The lectures pre-drill the student, i.e., students are guided through the exercises they are to prepare for the following day's drill. *Drills:* drilling is done in groups of about ten students. Since they have been through the exercises in lecture, students are expected to display absolute and automatic control of drill assignments. Students take continuing German as their winter term course. Staff

GN 102 Elementary German Spring

Course format as GN 101. Upon completion of German grammar reading materials and audiovisual materials will be introduced. (GN 101 plus winter term continuing German or equivalent.) Staff

GN 201 Intermediate German Fall

The course meets three hours a week in sections of about ten students. It begins with comprehensive grammar review; this is followed by a phase in which literary texts are used as a basis for further language instruction and for the acceleration of reading speed. In the final phase, progress in the language is supplemented by textual interpretation. (GN 102 or equivalent.) Staff

GN 202 Advanced German Spring

Course-format as GN 201. Modern German texts will be read and interpreted, and the students will be introduced to the methods of literary analysis. The course will further increase the students' fluency in spoken German and their facility in reading. Staff

(Prerequisite for all 300-level courses and higher is GN 202 or the equivalent.)

[GN 303 Stylistics]

[GN 305 The German Novelle I]

[GN 306 The German Novelle II]

[GN 307 The German Novelle III]

[GN 310 German in Its Cultural Contexts]

[GN 316 Berlin East and West]

[GN 321 Business German and German Business]

GN 331 Introduction to the Literature of the German Democratic Republic Fall

By comparison to the other German-speaking countries, we know very little about East Germany or the German Democratic Republic. The aim of this course will then be to become acquainted with the concerns of this country as expressed through its literature. After a survey of the socio-political and cultural context in the other Germany, we will analyze and discuss examples from poetry, prose and drama published both inside and outside of the GDR by such GDR authors as Christa Wolf, Volker Braun, Ulrich Plenzdorf, Heiner Müller and Erich Loest. Several short essays or one major paper. Mr. Andress

GN 333 Introduction to Contemporary German Prose Writers Spring

Günter Grass, Martin Walser, Heinrich Böll, Friedrich Dürrenmatt, Max Frisch, Christa Wolf and Stefan Heym are perhaps the mainstream prose writers in the literature of the German-speaking world today. In this course we will read, analyze and discuss characteristic examples from their prose works in an effort to become familiar with the topics they express and how they express them in their writing. Several short essays or one major paper. Mr. Andress

GN 336 Vienna: fin de siècle Spring

From an interdisciplinary perspective which tries to connect broad intellectual and historical developments, this course will investigate the beginnings of modernism at the turn of the century in Austrian politics, art, literature and architecture. After an introduction to the political background, the course will explore the origins of psychoanalysis. The existential crisis reflected in a search for new values will be traced in representative literary works of authors such as Schnitzler, Hofmannsthal, Altenberg, Musil and others. A further emphasis of the course will be a discussion of paintings by Markart, Schiele, and Kokoschka as well as new architectural concepts. Mr. Widdig

[GN 351 German Drama in the Eighteenth Century]

GN 353 The Image of North America in German Literature Fall

Throughout the centuries, German writers have regarded America as the land of their own desires, both good and bad. From the 18th Century through the Vietnam War, the changing German view of North America will be presented through selected texts by Goethe, Brecht, and Enzensberger. These

texts will be augmented by Kürnberger's *Der Amerikamüde*, Raabe's *Die Akten des Vogelsangs*, Kafka's *Amerika*, May's *Winnetou*, and Handke's *Der kurze Brief zum langen Abschied*.
Mr. Liebel

GN 355 Georg Büchner Spring

A pervasive theme in 19th century writing is the subjugation of men and women to modern social, psychological, and ecological forces. Georg Büchner's works anticipated and reflected these new preoccupations as they began to rupture the literary tradition of the German Classicism. The course will discuss the life and works of this unique, highly "modern" 19th century author. Texts to be read include *Dantons Tod*, *Lenz*, *Leonce und Lena*, and *Woyzeck*.
Mr. Liebel

[GN 401 Emergence of German as a Literary Language]

[GN 402 Establishment of German as a Literary Language]

[GN 406 Romanticism]

[GN 410 German Lyric Poetry]

[GN 412 German Literature and Psychoanalysis]

GN 421 Modern German Drama Fall

The resurgence of German drama after World War I will be the center of discussion. Plays to be analyzed include works of Goering, Toller, Bertolt Brecht and Carl Zuckmayer. As the newfound dramatic language is closely connected with developments in German cinema of the period, selections from this medium will be included as well, among them *Der blaue Engel*, *Metropolis* and *Nosferatu*.
Mr. Huber

GN 422 Post World War II Drama Spring

This course will continue where GN 421, Modern German Drama, leaves off. Plays of the post World War II period will include works by Borchert, Frisch, Dürrenmatt and late Brecht.
Mr. Huber

[GN 431 Berlin – Culture and Literature]

GN 439 Kafka and the Kafka Industry Fall

A broad selection of parables and short stories – among them "The Judgment," "Metamorphosis," "A Hunger Artist," "The Burrow" and "In the Penal Colony" – will be interpreted in class; then our interpretations will be re-argued in the light of major pieces of Kafka criticism. Once a critical vocabulary has been established through inspection of the shorter pieces, students will be asked to write a major paper on one of Kafka's three novels. Kafka's diaries and published correspondence will serve as further background material. (One upper-level course in a prose genre.)
Mr. Sparks

GN 500 Independent Study

GN 800 Honors Project

The Middlebury School in Germany

The Middlebury School in Germany is located in Mainz. It is open to all qualified students, and one need not be a German major to apply. Students interested in attending the program in their junior year should consult with the dean of the German School in the fall of their sophomore year.

The following courses were among those offered by Fachbereich 13 during the Wintersemester 1987–88. They serve as an example of the type of courses normally offered each semester. The bulk of students' work will be in the "Deutsches Institut," but juniors, especially those majoring in departments other than German, are encouraged to take one course in an area other than language and literature such as history, political science, economics or art history.

LECTURE COURSES:
Descriptive Linguistics
German Lyrical Poetry
Friedrich Schiller
The German Novel of the 19th and 20th Centuries
Theories of Art and Literature in Early Romanticism
German Literature between 1914 and 1933

PROSEMINARS:
Introduction to Descriptive Linguistics
Introduction to Historical Linguistics
Introduction to Medieval Studies
Introduction to Literary Studies
Introduction to Comparative Literary Studies

ADVANCED SEMINARS:
The Volksstück in 19th and 20th Century German Literature
German Minnesang
Theodor Fontane
Friedrich Dürrenmatt
German Literature in Exile
German Drama from Schiller to Hauptmann
Young Goethe
Heinrich Heine

See also Division of Foreign Languages.

HISTORY

Professors: John Spencer (chair), Nicholas Clifford, Travis Jacobs, Marjorie Lamberti (on leave all year), John McCardell, Pardon Tillinghast *Associate Professor:* David Macey *Assistant Professors:* Barbara Bellows, Elizabeth Dore, Paul Monod (on leave all year), Don Wyatt *Visiting Assistant Professors:* Jan Albers, Susan Gray

The Department of History seeks to teach students to think and express themselves clearly and to ask the right questions of themselves and the world around them. It believes, therefore, that training in research, critical analysis, and writing is extremely important. Many majors attend professional schools, especially in law, business, and international relations; several majors each year receive either an elementary or a secondary school Teaching Certificate while at Middlebury.

The department offers two Foundations courses (HI 103 and HI 104), and it offers broad geographic coverage, including courses in African, East Asian, Latin America, Middle Eastern, and Russian History, as well as courses in American and Early and Modern European History.

The History major combines an introduction to several areas of historical knowledge with intensive training and practical work in historical research. The department does not require a common core of knowledge which students are expected to have before they graduate; it does believe, however, that a knowledge of different areas is necessary. Each major must take before graduation at least one course in each of the following four groups: 1) HI 103 or 104; 2) HI 203; 3) a course in European history (including Russian); 4) a course in the history of Asia, Africa, or Latin America. At least one of the courses offered toward the major must cover a period before 1800. Normally in the junior year the student will take a reading course and a research seminar, both at the HI 400 level; students going abroad may postpone the reading course but not the research seminar until senior year.

Required for all History majors: At least twelve courses (winter term senior thesis study will be counted, and one other winter term History course may be counted) including: courses in the four groups, at least one course from the period before 1800, a reading course, a research seminar and a two semester senior thesis. Students planning to spend all or part of the junior year abroad should consult with the department *before* the second semester of the sophomore year. Students interested in combining a history major with the Teacher Education Program should ensure through consultation with both the program and the department that they will have no conflicts in their schedules. With the permission of the department, up to two cognate courses in historical aspects of other disciplines may be counted for credit towards a major in history.

Joint Major: A student who is a joint major in History and another department must offer a total of at least eight courses in History chosen in consultation with a faculty adviser. Cognates are not allowed. A student must offer at least one course in two of the three subfields, and one course must cover the period before 1800. Ultimately the choice of courses should depend upon the need for the student's program to achieve an intellectual coherence and integrity. Joint majors must take both a reading and a writing seminar or equivalent (HI 500) and must complete a two-term thesis combining the skills of both major disciplines. The department believes that in many cases the requirements of a double major are only a little more difficult to fulfill and can prove much more intellectually satisfying.

Honors: A student must have at least a B (3.0) average in History Department courses and must have an oral examination on the senior thesis, HI 700, and receive at least a grade of B+.

International Major: At least four courses, including the Research Seminar (spring term) and course(s) on the country of study; normally four courses in history at a Middlebury School Abroad or an approved equivalent; two-semester thesis (in English), plus an advanced course in the language department. Minimum of ten courses.

HI 100–399 Lecture Courses

These courses generally meet for two one-hour lectures and a one-hour discussion section (12–18 students) each week; in addition to examinations, these courses require a formal paper or its equivalent.

HI 401–419 Readings Courses

Unlike the courses below the 400 level, which are primarily lecture courses, the readings courses are smaller group discussions of particular periods or topics. They are open to all students, although in cases of overcrowding, history majors will be given priority. (Required of history majors normally before completion of junior year. HI 500 cannot be used to fulfill the readings course requirement without prior permission of the chair.)

HI 420–429 Research Seminars

The purpose of the research seminar is to introduce the student to methods of research and historical writing. During the first few weeks the student reads in the area of the course and is introduced to bibliographical and methodological problems. During the rest of the course the student writes a long paper on a subject of his choosing in consultation with the instructor. Only students going abroad for the entire junior year may take the research seminar in the spring of the sophomore year. The research seminar is required of majors in their junior year and is open to others by permission. The department may permit a student to write an equivalent research paper in a field not covered by the research seminars, in order to fulfill this requirement; in this case he should register for HI 500. HI 500 projects in American history need permission to fulfill the research seminar requirement.

HI 700 Senior Independent Study Fall, Winter, Spring

All senior history majors will write a two-semester thesis under an adviser in the area of their choosing. The department encourages students to do their theses during the fall and winter terms. Further information on the nature of the thesis is available from the department. Staff

HI 705 Teaching Assistantship Fall, Spring

Teaching assistance in discussion sections of certain lecture courses. Permission of the course instructor is required.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 001 Versions of the Foreign Fall
Ms. Basu, Mr. Clifford, Mr. Knox

FS 010 Central America: The Struggle for Change Fall
Ms. Dore

FS 050 The City in American History Spring
Ms. Bellows

FOUNDATIONS COURSES

*HI 103 Individuals and Organizations Fall

A consideration of four situations in two-week blocks, where an individual or a group challenged an aspect of prevailing mores. Stress will be placed on how to use primary materials. The four blocks will be interspersed with readings that discuss the problem of just what kind of an intellectual activity history is. The course is not intended to prove any theory so much as to open students' minds to how people behaved, in specific situations, during the medieval and early modern periods in European history. No seniors will be permitted in the course. There will be one section, limited to 15 students, that will fulfill the freshman writing requirement. Mr. Tillinghast and Staff

*HI 104 The Revolutionary Tradition Spring

Revolutions have always attracted the attention of historians because they provide us with unique opportunities to study societies undergoing rapid and intense change. The contemporary world is the product of a single revolutionary process that began in France at the end of the 18th century, reappeared in the revolutions of 1830, 1848, and 1871 (also in France) inspired a generation of intellectuals during the mid-19th century, most notably Karl Marx, and then spread eastward to Russia and China at the beginning of the 20th century, where it now appears to have come to an end. This course will examine this general process within the specific cultures in which it was manifested. Mr. Macey and Staff

LECTURE COURSES

HI 203 United States History: 1492–1861 Fall

A survey of American history from Old World origins to the Civil War. The coverage will be thematic and topical, with emphasis upon selected political, social, and intellectual developments. (One section of this course, limited to 15 students, will fulfill the freshman writing requirement.) Students receiving AP credit in American history may take HI 203 for credit. There will be one section, limited to 15 students, that will fulfill the freshman writing requirement. Mr. McCardell and Staff

HI 204 United States History: 1861–1945 Spring

A survey of American history from the Civil War to the present, with special attention to the impact of industrialism upon social, political, and intellectual activity. A continuation of HI 203, but an independent course; there are no prerequisites. Students with AP credit in American history may *not* take HI 204 for credit. Ms. Bellows and Staff

[HI 214 Society and Culture in Western Europe: 1500–1800]

[HI 215 History of Modern Europe: 1800–1900]

Offered in 1989–1990.

[HI 216 History of Modern Europe: 1900–1968]

Offered in 1989–1990.

HI 226 Modern Africa Fall

Beginning with the European powers' scramble for African territory in the last quarter of the 19th century, this course analyzes the evolution and behavior of nation-states in sub-Saharan Africa, with particular emphasis on the post-1960 years of independence. Mr. Spencer

HI 235 Modern East Asia: 1750–1912 Fall

The course will examine the histories of China and Japan during the period in which the traditional societies of those countries under the Ch'ing dynasty and the Tokugawa shogunate first came into contact with a dynamic western expansion which the old institutions could not comprehend. The course will conclude with the republican revolution in China and the Meiji restoration in Japan. Mr. Clifford

HI 236 Modern East Asia: 1912–Present Spring

The course will examine the divergent yet closely related experiences of China and Japan in the twentieth century: the disintegration of traditional Chinese society and politics with the fall of the empire, and the attempts at reintegration through revolution, as well as Japan's accomplishments in modernization, her disastrous invasion of China and her recovery since the war. HI 235, while helpful, is not a prerequisite to this course. Mr. Clifford

HI 238 Modern Middle East History Spring

An introduction to the history of the Middle East with an emphasis on the evolution of the Arab-Israeli confrontation. The course examines first the roots of the conflict in the Jewish diaspora, in the emergence of Islam and in the European intrusion into the Middle East. During the second half of the semester, the focus is on developments in the Middle East from the post-World War II period until today. Mr. Spencer

HI 247 Traditional Russia Spring

This course will examine the social, economic and political history of Russia focusing on the relationship between the centralized and autocratic state and Russia's different social groups and the emergence of an autocratic and statist political culture. The course will cover the Kievan, Muscovite and Imperial periods and end with the reforms and "counterreforms" of the 1860s and 1880s and the rise of the revolutionary movement. Mr. Macey

HI 248 The Russian Revolution and the Soviet Regime Fall

Russia at the turn of the century was faced with a crisis of transition from the traditional world to the modern. The first half of this course will focus on the social, economic, and political causes of this crisis, culminating in the Russian Revolutions of 1917. Subsequently, students follow the course of the revolution through the civil war and NEP periods to Stalin's "Revolution from Above," which was largely responsible for creating the Soviet Union as we know it. The course concludes with an examination of real and mythical crises facing the Soviet Union today and the emergence, under Gorbachev, of yet another state in that nation's ongoing revolution and struggle to modernize. Mr. Macey

HI 285 Colonial Latin American History Fall

This course is a survey of colonial Latin America from conquest to independence, with emphasis on the Viceroyalty of Peru (Spanish-speaking South America). Particular attention is given to the following themes: 1) the transformation of Aztec and Inca society, 2) the development of large landed estates, 3) the dynamics of the mining sector and its effects on social and economic development, 4) the slave trade and slavery in Cuba and Brazil, 5) the crisis of colonial rule, and 6) the independence movements. Ms. Dore

HI 286 Modern Latin America Spring

This survey covers Latin America in the 19th and 20th centuries, with emphasis on Spanish-speaking South and Central America. The course focuses on: 1) the emergence of nation-states, 2) barriers to the development of capitalism in agriculture and industry, 3) forms of social mobilization and exclusion of Blacks, Indians, women, and the working classes, 4) the experiences of populist socialist and authoritarian movements, and 5) the economic and social crisis of the 1970s and 1980s. Historical examples will be drawn primarily from Chile, Peru, Guatemala, Cuba, Argentina, and Nicaragua. Ms. Dore

HI 331 Imperial China Fall

The history of China from her cultural beginnings up to the conflicts with the West in the 1840s. Special attention will be directed toward the social, institutional and intellectual events such as dynastic succession and bureaucratic centralization that were key constituents shaping China's traditional period of development. Mr. Wyatt

[HI 332 Modern China]

HI 333 Chinese Intellectual History Spring

A survey of the dominant intellectual trends in China from the competing schools of the 5th century B.C. to the adoption and adaptation of Marxist thought. Major early alternatives to Confucian ideology (such as Taoism, Mohism, and Legalism) will be stressed. Individuals and their ideas will be discussed with specific reference to their historical contexts and implications. Mr. Wyatt

HI 335 Traditional Japan Fall

The course will be a general survey of society and culture of Japan from the earliest times to the fall of the Tokugawa Shogunate. Readings in a variety of primary source materials in translation, literary as well as purely historical. Mr. Miyaji

HI 336 Modern Japan Spring

The emergence of Japan as a modern nation, the social dimensions of industrialization, political opposition and party conflict, the expansion and decline of the Japanese colonial empire, and the remarkable economic advance on the world market following World War II. Mr. Wyatt

HI 339 History of Southern Africa Spring

Few parts of the world today are as volatile as Southern Africa. The aim of this course is to give students an understanding of the origins and development of the explosive situation there through an historical examination of its unique mix of cultural, economic, political and social factors. The period covered is from before the arrival of the Europeans to today. Mr. Spencer

[HI 341 The Civilization of the Dark Ages]

Offered in 1989–1990.

[HI 342 The Medieval Outlook: 1050–1300]

Offered in 1989–1990.

HI 343 Europe in the Renaissance Winter

The course will include the period from roughly 1300 to 1550. There will be no coverage of the Reformation and its antecedents; these will be handled in HI 344. The major focus will be on the background of the cultural events of the period. Mr. Tillinghast

HI 344 The Reformation Spring

An attempt to tie religious currents in the late Middle Ages to the teachings of the earlier Reformers. The stress will be on the relationship between developing religious needs and the prevailing currents in thought and society. Mr. Tillinghast

[HI 346 History of France: 1750–1940]

[HI 349 History of Germany from 1648 to the Twentieth Century]

HI 353 British History: 1603–1815 Fall

The medieval pattern of English society disintegrated in the seventeenth century. The unity of the English Church, the relationship between Crown and Parliament, even the social hierarchy, were threatened by new developments. After generations of civil war, revolution, and party strife, the eighteenth century saw the establishment of an oligarchial but more flexible order, able to withstand the challenges of radicalism and the American and French Revolutions. By 1815 Britain, at the peak of its power in Europe, was already beginning to experience the tensions of industrialism. This course will concentrate on the religious, social and political aspects of these transformations. Ms. Albers

[HI 354 British History: 1815–1979]

Offered in 1989–90.

[HI 361 Colonial America]

Offered in 1989–1990.

[HI 362 Revolutionary America: 1763–1800]

Offered in 1989–1990.

HI 363 Jeffersonian and Jacksonian America: 1800–1848 Fall

A close study of the so-called "Middle Period" of American History from the "Revolution of 1800" to the Mexican War. The course will examine the major themes of the period – political democracy, economic diversification, social reform, intellectual ferment, and territorial expansion – as parts of an evolving sense of American nationalism. Ms. Gray

[HI 364 Civil War and Reconstruction: 1845–1890]

Offered in 1989–1990.

[HI 365 Victorian America: 1877–1919]

HI 366 The American Frontier: 1787–1892 Spring

Westward expansion has occupied a central place in America's conception of itself, and the frontier has consequently also been the focus of much American historical writing. The course will examine the notions of individual and national identity as expressed in the institutions that Americans devised to explore, exploit and settle a seemingly unlimited wilderness. The span of the course is from the Northwest Ordinance of 1785–1787 to the federal census taker's declaration of 1890 that the frontier was closed. Ms. Gray

HI 367 Twentieth Century America: 1920–1948 Fall

A study of the political and social history of the United States since the First World War, concentrating on the 1920s, the Great Depression, the New Deal, the coming of World War Two, and the impact of war on American domestic and foreign affairs in the 1940s, the dropping of the atomic bomb, and the emerging Cold War. Mr. Jacobs

HI 368 Twentieth Century America: 1948–Present Spring

A study of the political and social history of the postwar United States, concentrating on the impact of the Cold War, the Korean conflict and McCarthyism on Truman's Fair Deal, the 1950s, the New Frontier, the Great Society, the Vietnam War, Nixon, the Watergate scandal, the 1970s and the end of American progressivism, and the reemergence of conservatism in the 1970s and 1980s. Mr. Jacobs

HI 371 Black History Fall

An examination of the Black experience in America. The nature of slavery and freedom, the significance of migration and urbanization, and the various strategies employed by Blacks to gain equality and a sense of identity throughout American history will give general focus to the course. The social, economic and political structure of a black community in an urban and a rural environment will receive close attention. Ms. Bellows

READING COURSES

HI 403 Major Themes in Modern European History Fall

This course will introduce students to some of the major themes in European history from the 18th century to the present. Specific topics will be selected from among the following: the French Revolution, the Industrial Revolution, the triumph of the middle classes, the rise of political ideologies, the emergence of mass society, communism, fascism, religion, education, health, criminality, and the family, women and sex. For those students who are planning to major in European history, this course will also provide the background necessary for the future selection of research topics. Mr. Macey

[HI 404 The Soviet Union]

HI 405 Readings in American History Fall, Spring

There will be two sections of this seminar, either one of which will fulfill the reading seminar requirement for the major or the concentration. Preference given to majors and concentrators; all others require permission of the instructor, and will be admitted only after all majors and concentrators have been accomodated.

HI 405A The Roosevelt Era and Its Legacy Fall

The seminar will examine Roosevelt's New Deal and different historiographical interpretations of it, and then consider its relation to World War II and its impact on post-war reform, from the Fair Deal to the New Frontier and Great Society and its legacy in late 20th century America. Mr. Jacobs

HI 405B Life and Labor in the Old South Spring

An intensive historiographical excursion through some of the persistent problems in the history of the Old South: the origins of slavery; the structure of society, economy, and politics; and the distinctiveness of the so-called "mind of the South." The seminar will treat a wide range of materials as historical evidence and critically examine what historians have had to say with and about this evidence. (HI 203 or permission.) Mr. McCardell

HI 407 Readings in African History Fall

A study of colonialism in Africa based on novels and associated background readings. Authors include Chinua Achebe, Joseph Conrad, J. M. Coetzee, Nadine Gordimer, Sembene Ousman, and Ngugi wa Thiongo. Mr. Spencer

HI 409 Readings in Asian History Spring

Communism in China. An analysis of Marxism's appeal to Chinese intellectuals during the 1920s, its evolution as a mass movement in the next two decades, and its further development in China with the inauguration of the PRC. Equal emphasis will be placed on the pre- and post-1949 periods, with readings designed to help students independently to understand the nature of the political order. Mr. Clifford

HI 411 The Historical Roots of the Central American Crisis Spring

The focus of this seminar is the historical development of the countries of Central America in the 19th and 20th centuries. It concentrates on: 1) the persistence of traditional forms of land tenure and production relations in agriculture, 2) the institutionalization of the state and the military, 3) the emergence of mass movements demanding political, economic and social change and responses to these pressures, 4) the history of U.S. intervention, and 5) the emergence of the region as a focus of international contention. Ms. Dore

HI 413 Topics in Modern European History Spring

The late 18th century saw the beginnings of a new Britain which rapidly became urbanized, industrialized and more politically and socially equitable for all its people. This seminar will explore the creation of modern Britain as it was reflected in such diverse phenomena as the struggle for full suffrage, Darwinism, working class culture, fashion, architecture and the growth of cities. Ms. Albers

RESEARCH SEMINARS

HI 420 Writing and Research in European History Spring

Students enrolled in this course, which emphasizes the acquisition of research, organization and writing skills, will be able to select topics from within the full range of social, economic, political and intellectual problems in modern European history. Each student will be required to produce a research paper based, as far as possible, on primary sources (in translation, where necessary). During the fall semester, HI 500 may be taken by students going abroad for the spring term. Ms. Albers, Mr. Macey

HI 422 Writing and Research in American History Fall, Spring

The course, taught by the American history staff, emphasizes methodology and writing, and students will be able to select research topics, in consultation with the staff, from the broad range of the American past. All students will write and submit a research paper based on primary source material. No 500 projects in American history will fulfill the research seminar requirement except with permission. Staff

HI 424 Writing and Research in Non-Western History: Imperialism Spring

Seminar on the impact of Western expansion on the rest of the world. Geographical areas and topics emphasized will vary, with Africa and the Middle East as the most probable foci. Mr. Spencer

HI 426/EA 400 Writing and Research, East Asia Fall

Seminar is designed to familiarize the student in an interdisciplinary fashion with seminal works in East Asian history, literature, and the social sciences, while also enhancing basic research skills. Some language training is expected, as research tools to be introduced will include works in English and Chinese or Japanese. Mr. Wyatt

HI 500 Special Research Projects Fall, Spring

HI 500 projects during the junior year may be used to fulfill the research seminar requirements. (Permission.)

HI 700 Senior Independent Study Fall, Winter, Spring

HI 705 Teaching Assistantship
(Permission.) Fall, Spring

*Foundations Course

INTERNATIONAL MAJOR

Adviser: Edward C. Knox (Director of the Language Schools)

This is a major in an area other than a language or literature, and includes advanced courses taken in the discipline at one of the Middlebury Schools Abroad (France, Germany, Italy, Soviet Union and Spain) or an approved equivalent. See above, *Programs with Majors* and individual department descriptions.

INTERNATIONAL POLITICS AND ECONOMICS

Director: John Weeks (Professor of International Politics and Economics)

The International Politics and Economics major offers an interdisciplinary approach to the study of international affairs. The course of study includes extensive course work in political science and economics with an emphasis on international issues, a year or term of overseas study in a foreign language, and senior seminar work in political science and economics. Completion of the major also satisfies the requirements for a concentration.

Requirements for the Major. Courses preceded by an asterisk must be completed at Middlebury. Others may be satisfied during the year or term of study abroad. One statistics course is strongly advised (EC 210 or equivalent).

A. *Four Courses in Political Science or Cognate Fields:*

Required (should be completed before the end of the sophomore year):

***PS 101 Introduction to Political Science,** *or*
***PS 107 Politics and the Studies of Politics**
***PS 201 International Politics,** *or*
***PS 311 American Foreign Policy**

Two additional courses dealing with the student's regional concentration that may be taken in political science, history, geography, anthropology, or some combination of these departments.

B. *Four Courses in Economics*

EC 150 Macroeconomics
EC 155 Microeconomics
***EC 350 Macroeconomic Theory**
***EC 355 Microeconomic Theory** (or at Nanterre)

C. *Year or Term of Study Abroad.* This requirement normally will be completed at one of the Middlebury language schools, or in the approved Chinese programs in Taiwan or Hong Kong. The program would be taken in the foreign language most appropriate to the student's regional concentration. Students in International Politics and Economics must complete their normal standard linguistic competence before going abroad. Students are encouraged to spend their entire junior year abroad whenever it is feasible.

D. *A Seminar in Political Science and a Seminar in Economics Chosen from the list below.* Majors are required to use the foreign language studied abroad in their seminar research, and to complete projects that combine political and economic issues.

PS 404 The Global Political Economy
PS 405 Seminar on the Causes of War
PS 406 Politics and Society in Contemporary France
PS 408 Seminar on United States-Soviet Relations
[PS 412 Seminar on Diplomacy]
EC 420 Economic Development of Latin America
EC 421 Economic Development of Africa
EC 435 Modern European Socialist Economic Thought
EC 440 International Trade
EC 445 International Finance

Honors. Students who seek Honors in International Politics and Economics may substitute thesis work for one of the required seminars. Honors candidates must submit a thesis proposal to one of the program directors prior to the term in which the thesis is to be written. If the proposal is approved, the student may register for IP 700 (Senior Thesis) for one regular term, or a regular term plus a winter term. After an oral examination of the thesis, honors are conferred or denied on the basis of the grade achieved on the thesis and the average grade received in other Middlebury courses within the major. Honors may also be obtained by substantial extension of work done in senior seminars.

ITALIAN

Associate Professor: Ugo Skubikowski (at Middlebury in Florence) *Assistant Professors:* Fabio Girelli-Carasi, Patricia Zupan (on leave fall) *Visiting Assistant Professor:* Thomas Peterson *Visiting Instructor:* Robert Anderson

The Italian major at Middlebury, offered under the department of Spanish/Italian, recognizes the students' desire and need to *use* a foreign language, to make it a part of them and of their future professional life. With this practical end in mind, after two years of study, students will have a command of Italian which will enable them to make use of the language in a variety of disciplines. The two-year language sequence is therefore designed to make students eligible to participate in our School in Florence, where they will use Italian to study not only literature, but courses which include art history, political science, history, economics, linguistics and others. The School in Florence makes it possible to complete requirements for a full major, to fulfill the joint major or the international major in a variety of disciplines.

For those who prefer to remain on campus in their junior year, we offer survey courses in major literary figures, movements, and periods, and in modern culture. Senior Seminar credit may be obtained through 400-

level courses. Under special or necessary circumstances, the faculty direct independent research projects and/or tutorials.

The Major: The Italian major requires a total of not fewer than eleven units beyond IT 151–152, with no more than two from among courses taught in Italian at the 200 level (IT 251–252, IT 275), including Senior Seminar credit. Seniors are expected to enroll in one advanced course in each semester of their senior year (including Senior Seminar credit). All majors are expected to spend the full year at the School in Florence. To apply for the Junior Year in Florence, a student must complete IT 252. We reserve the right to require a student to attend a preliminary summer in Vermont if, in our judgment, preparation in Italian is insufficient. The academic year in Florence begins with a three-week preliminary session of intensive courses in language and civilization. After the preliminary session, full-year juniors enroll in language and literature courses at the *Sede,* and choose as many as two electives from the regular course offerings at the University of Florence. They also have the option of enrolling in one of the courses offered by Smith College, with whom we have a cooperative agreement. Juniors may enroll for both the fall and spring semesters at the *Sede* and audit classes at the university if they so desire. N.B. Students who enroll in the School in Florence for the full year may transfer a maximum of 7 units towards the Italian major. One semester juniors may transfer a maximum of 4 units.

Joint Major: The Italian component of a joint major will consist of at least seven units beyond IT 151–152, with no more than two from among courses taught in Italian at the 200 level (IT 251–252, IT 275), including Senior Seminar credit. A Joint Major is expected to spend one semester at the School in Florence, either during the fall or spring semester.

Senior Work: All majors are required to enroll in a course for which they will receive senior seminar credit. The requirement may be fulfilled by enrolling in a 400-level course offered by the department for IT 750 credit. In the latter case, students must consult with their advisers to determine which course would be most appropriate. Normal expectations for senior work include a research paper of no less than twenty pages.

Honors: See description under IT 755, below.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 057 From the Page to the Screen: Novels and Films of Contemporary Italy Spring
Mr. Girelli-Carasi

IT 151 Intensive Beginning Italian Fall

An introduction to the Italian language which provides a foundation in both spoken and written Italian. Focus on the spoken language encourages rapid mastery of the basic structures and vocabulary of contemporary Italian. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context. Students are required to participate in the Italian table.
Mr. Girelli-Carasi, Mr. Anderson

IT 152/WT Intensive Beginning Italian Winter

A continuation of IT 151, required for enrolling IT 152.

IT 152 Intensive Beginning Italian Spring

Emphasis on increased control and proficiency in the language through audiovisual, conversational and drill methods. Short reading selections from contemporary works and discussions enlarge the student's view of Italian life and culture. (IT 151 or equivalent.) Students continue to participate in the Italian table.
Mr. Girelli-Carasi, Mr. Peterson, Mr. Anderson

IT 251 Intermediate Italian: An Introduction to Contemporary Italy Fall

A review of the structure and vocabulary of Italian in the context of an introduction to contemporary Italian civilization. Conversation and compositions will be based on readings selected from Italian newspapers, news magazines, essays, and literature. (IT 152 or equivalent.)
Mr. Girelli-Carasi, Mr. Anderson

IT 252 Advanced Italian: Readings in Contemporary Prose Spring

Readings in modern and contemporary literature, discussions and compositions illustrate the richness and complexity of the Italian language. Materials for the course include selected works on contemporary writers chosen to introduce the genres, themes and terms of literature. (IT 251 or equivalent.)
Mr. Girelli-Carasi

[IT 275 Self-Expression in Italian]

***IT 290 Dante (in English)** Spring

An introduction to Dante's major literary works, *La Vita Nuova (The New Life)* and the *Divine Comedy.* Close readings of the texts will seek to give students an appreciation of Dante's place in world literature. Dante's masterpieces will be also discussed in a historical and philosophical perspective, and supplementary readings will acquaint the reader with the medieval view of life and literature.
Mr. Anderson

IT 354 Epoche della Letteratura Italiana I: Introduzione al Periodo Moderno Fall

This course acquaints students with the major 19th and 20th century works and movements and develops the students' linguistic, critical and analytical skills. The readings will introduce literary genres within a chronological framework. Special emphasis will be placed on the skill of writing in Italian. Authors to be considered will include: Verga, Pascoli, Svevo, Montale, Deledda, Pavese, Banti and Pasolini.
Mr. Peterson

IT 355 Epoche della Letteratura Italiana II: Introduzione al Medioevo Spring

Students will continue to develop critical and analytical skills through a careful reading of excerpts from the literary masterpieces of the Italian Middle Ages. Beginning with Dante's poetic predecessors, we will then consider late medieval prose and poetry through a selective reading of Dante, Boccaccio and Petrarch.
Mr. Peterson

IT 459 Modern Italian Literature and Culture Fall

An introduction to the major currents in 20th century Italian fiction, non-fiction, and poetry. A close examination of texts by traditional means will be accompanied by the use of newer critical methodologies where appropriate. Particular emphasis will be given to the post-World War II period. Discussions of social-political history and literary-aesthetic movements will accompany the readings. Authors include Montale, Pavese, Sciascia, Morante, Banti, Pasolini, Fortini, Zanzotto. Critical readings include Contini, Corti, Segre, Gramsci.
Mr. Peterson

[IT 490 Dante in Italian]

IT 550 Independent Study Fall, Spring

The department will consider requests by qualified juniors and seniors to engage in independent work.
Staff

IT 750 Senior Seminar

IT 755 Seniors Honors Project Spring

I. **Honors Thesis for Italian majors**
Requirements:
1. A student with a departmental average of B+ and senior work of B+ or better may initiate the procedure for an Honors Thesis proposal.
2. The student should have a topic which he/she wants to develop into an Honors Thesis.
3. The topic should derive from studies and experiences in Italian at Middlebury.
4. The student submits a thesis proposal with a bibliography to a prospective adviser in the department by *November 1st.*
5. If the subject matter is deemed viable by the adviser, the proposal will be reviewed by the department.
6. Students will be notified of their grade in the senior course the week after Christmas.
7. Final proposals are to be submitted by the second Friday of winter term.
8. The due date for the first draft of the thesis is April 1st.
9. The due date for the final copy of the thesis is the last day of classes.
10. The department nominates a second reader for each thesis project. The second reader will participate in the correction of and commentary on the first draft. The two readers will agree on the grade for the final draft. In case of a discrepancy, the department chair makes the final decision.

II. **Written Comprehensive Examinations for Italian majors**
A. Rationales: The examination option allows the student to cover a wide range of topics, historical periods, and genres, and to fill in gaps not covered in his/her courses.
B. The Examination:
1. A student with a departmental and overall academic average of B+ and senior work of B+ or better may initiate the procedure for a Comprehensive Examination.
2. The student must submit a request to the advisor by November 1st. The student will then discuss with the adviser a plan of study consisting of the following: a discussion of the reading list, a reading schedule, and a schedule of meetings with the adviser and/or other department members, according to the latter's specializations.
3. The written exam will be taken on or before April 15. Each department member will submit a question according to his/her specialization.
4. The Italian section of the department nominates a second reader for each examination, and the two readers agree on

the grade. In case of a discrepancy, a third reader will offer an opinion.

5. In case of failure on the Comprehensive Examination, the student may receive credit for IT 500, contingent upon the approval of both readers and the chair or section head.

See also Division of Foreign Languages.

*Foundations Course

JAPANESE

Professor: Hiroshi Miyaji *Associate Professor:* Nobuo Ogawa *Instructors:* Linda K. Keenan, Mutsuko Endo Simon (on leave all year) *Visiting Instructor:* Robert Campbell

The Japanese program offers training at four levels in modern Japanese (Tokyo common/standard speech). This language sequence is designed to help students in various disciplines acquire basic communication skills in Japanese for the achievement of their academic and career goals. Considerable attention is given to grounding this language training within the appropriate cultural context.

In addition to language courses, the Japanese Program offers courses on Japanese literature in English translation. These literature courses are open to all interested students. Courses on Japan offered in other departments may be found listed under the East Asian Studies major.

Qualified students of Japanese are encouraged to spend the junior year studying in Japan in one of several approved programs. These programs offer English-language courses on Japan in the various disciplines as well as Japanese language training. Students may also accelerate their language study by attending the Japanese School, Middlebury's intensive summer program. Those interested in either the study-abroad or summer program should consult with the Japanese Program chair before registration for the fall semester of the sophomore year.

At this time, the Program does not offer a major. Japanese students may, however, major in the interdisciplinary East Asian Studies Program or major in one of the disciplines with a concentration in Japanese.

LANGUAGE COURSES

JA 101 Beginning Japanese Fall

An introduction to the modern Japanese language aimed at acquisition of the four basic skills—speaking, listening comprehension, reading, and writing. The emphasis is upon thorough mastery of the basic structures of Japanese through intensive oral-aural practice and extensive use of audio-visual materials. The two *kana* syllabaries and *kanji* (characters) will be introduced toward the goals of developing reading skills and reinforcing grammar and vocabulary acquisition. Staff

JA 102/WT Beginning Japanese Winter

(JA 101.) Staff

JA 102 Beginning Japanese Spring

A continuation of the fall and winter terms with the introduction of more advanced grammatical structures, vocabulary, and characters. The continuing emphasis of the beginning Japanese course will be upon acquisition of well-balanced language skills based on an understanding of the actual use of the language in the Japanese socio-cultural context. (JA 102/WT.) Staff

JA 201 Intermediate Japanese Fall

The goals of the intermediate course are to develop the ability to understand conversational Japanese at natural speed, to express oneself accurately and smoothly in various situations, to read nontechnical materials at reasonable speed with the use of the dictionary and to express oneself in writing with relative ease. Understanding of Japanese culture will be broadened and deepened through mastery of the materials of the course. (JA 102 or equivalent.) Staff

JA 202 Intermediate Japanese Spring

Continuation of JA 201. (JA 201 or equivalent.) Staff

JA 301 Advanced Japanese Fall

The advanced course aims at further increasing the student's proficiency in modern standard Japanese, both spoken and written. Oral presentation and discussion and composition in Japanese are important components of the course. A variety of written and audio-visual materials will be used to consolidate and expand mastery of more advanced grammatical points and vocabulary. (JA 202 or equivalent.) Staff

JA 302 Advanced Japanese Spring

Continuation of JA 301. (JA 301 or equivalent.) Staff

JA 401 and 402 Advanced Reading Fall and Spring

Training in: 1) reading specialized materials, 2) newspaper reading, 3) use of Japanese reference materials, 4) translation technique. (JA 302 or equivalent.) Staff

LITERATURE COURSES

JA 216 Traditional Japanese Literature in Translation Fall

An approach to the rich diversity of the Japanese tradition through its major literary genres. Representative works of pre-Meiji Japan will be read in translation. Particular attention will be given to the prevailing themes of aristocratic, warrior, and townsman cultures, which dominated by turn the literary and other artistic expressions of premodern Japan. Ms. Keenan

JA 220 The Novel and the Novelist in Modern Japan Spring

In a culture where "the nail that sticks up gets hammered down," where the individual tends to suppress his own feelings for the sake of group harmony, what is the place of the Japanese novelist—whose work often displays scant regard for social convention? The lives, works, and themes of such major 20th-century writers as Natsume Soseki, Shiga Naoya, Tanizaki Jun'ichiro and Kawabata Yasunari will be considered in depth, through English translations of their works.

Ms. Keenan

LINGUISTICS

See Foreign Languages Division listings for descriptions of courses in Linguistics.

PROGRAM IN LITERARY STUDIES

Acting Director: Stephen Donadio

The Program in Literary Studies draws upon the combined resources of the individual language and literature departments, and provides undergraduates with access to the literature curriculum as a whole; as a consequence, it enables them to achieve a broad awareness of a variety of major western literatures of different periods (in addition to the literature of China), while at the same time requiring them to demonstrate a mastery of a single body of literature (e.g., works limited to a particular language, period, or genre).

The over-all design of the program is simple. Each literary studies major is required to take a total of fifteen courses in literature during his or her four years at Middlebury College. No more than six of these courses may be taken within a single department, and no more than ten in either the humanities or Foreign Languages Division, but in general the courses may be selected from the literature of any language and of any period; they can be wide-ranging surveys or courses devoted to the study of single authors. The specific selection of courses is entirely up to the student, but in order to fulfill the requirements for the major he or she will be obliged to take: (a) two courses from the list below—one generally historical, one generally theoretical in its orientation—as prerequisites for entry into the program, (b) one course at the 300-level in a foreign language (including Greek and Latin), and (c) a colloquium for majors (taught jointly by two faculty members, one from humanities and one from foreign languages), to be taken during the fall semester of the senior year. In addition, the student should be aware that, at the conclusion of an independent reading course for which he or she will be enrolled during the fall semester and winter term of the senior year, he or she will be scheduled to take a one-hour oral examination in the area of specialization (as described below) at the end of the fall semester, to be followed by a five-hour written comprehensive examination at the end of winter term.

The written examination will require the student to demonstrate a thorough knowledge of major works by the authors listed below. For reasons of practicality, the list of authors whose works are actually covered on the comprehensive examination in any given year is limited to twelve. These twelve authors will vary from year to year, but they will not be specified in advance.

The following current list will give the student a general sense of the range of works which it is presumed he will be prepared to discuss at some length:

Homer
Aeschylus
Sophocles
Vergil
Ovid
Lucretius
Dante
Boccaccio
Pirandello
Cervantes
Tirse de Molina
Calderón
Lope de Vega
Borges
Molière
Baudelaire
Proust
Goethe
Kafka
Mann
Wang Wei
Cáo Xǔeqin
Lǔ Xùn
Gogol
Dostoevsky
Tolstoy
Shakespeare
Milton
Wordsworth
Joyce
Emerson
Melville
Faulkner

In addition to works by authors whose names appear on this primary list, in the course of the comprehensive examination each literary studies major will be expected to demonstrate an acquaintance with the Old and New Testaments (especially Genesis, Psalms, Job, Song of Songs, Matthew, John, Revelation, and the Epistle to the Romans), as well as principal works of Plato, Aristotle, Rousseau, Marx, and Freud. A full list of the specific works by these authors included on the current primary and secondary lists is available from Mr. Bertolini, director of the program this year.

Beyond the two courses required for entry into the Program (which may be counted toward the major), the 300-level foreign language course, the senior year colloquium and independent reading course, and the total of fifteen courses, the general, defining requirement for the literary studies major is the comprehensive examination, the overall content of which will be known to the student at the start of the undergraduate career. But in the process of completing this *general* literature requirement, the student will also be expected to complete a specialization in the literature of a *particular* culture (e.g., German, English, American, classical), or period (e.g., the 18th century), or genre (e.g., the novel). The specific authors and texts required for each such specialization will be determined by the Program Committee—where appropriate (e.g., for a specialization in French literature), with the consultation of the particular department involved. In the senior year, after the five-hour written comprehensive examination, the student will take a one-hour oral examination in the area of specialization; this examination will be administered by two faculty members, one from each division.

After completing all the specified requirements, the student will be graduated from Middlebury College as a literary studies major with a specialization, for example, in classics, or lyric poetry, or the nineteenth century. Should he or she wish to pursue graduate study, depending on the nature of his or her interests and preparation, he or she could presumably choose to do so in such fields as English or American literature, comparative literature, or a specific foreign language; in addition, he or she would have a secure background for further studies in law, political philosophy, religion, and cultural and intellectual history.

Students will be eligible for Honors if their combined performance in literature courses and on the two parts of the comprehensive examination indicates that they have achieved an average grade of B+ or higher. Honors will be awarded on the basis of a senior essay of thirty to forty pages to be completed during the spring semester of the senior year (this project counts as one course); a one-hour oral examination on the content and implications of this essay is also required, and, as in the case of the oral examination in the area of specialization, this examination will be conducted by two faculty members, one from each division.

Here, then, is an outline of the structure of the program:

Major Requirement: Total of fifteen courses (no more than ten in either division, no more than six in any one department). NOTE: Enrollment in this program serves to fulfill the concentration requirement.

(1) As prerequisites for entry into the program, two of the following courses—one from each category—as currently offered.

HISTORICAL

***CL 150**	**The Ancient Epic**	Fall
***CL 152**	**Greek Tragedy**	Spring
***RE 110**	**Foundations of Western Religious Life and Thought**	Spring
***PS 101**	**Introduction to Political Science**	Fall

THEORETICAL

[*EL 112	**Mythologies Timeless and Timely, Traditional and Contemporary]**
CS/LS 260	**Introduction to Literary Criticism and Analysis**

(2) One course at the 300-level in a foreign language.

(3) At least four literature courses, but no more than six, to be taken within a single department. (Courses in language instruction may not be counted toward this requirement.)

(4) Area of specialization (by genre, period, or national literature). A one-hour oral examination, to be taken before the written comprehensive examination in the senior year, is devoted to this area of specialization. The texts required for this examination will be determined in advance by the Program Committee—where appropriate (e.g., in the case of a specialization in French literature, English literature, etc.) with the consultation of the particular department involved.

(5) Senior Colloquium for majors (open to non-majors if space is available).

(6) Senior Independent Reading Course in

preparation for the comprehensive examination: fall semester and winter term. Students engaged in such preparation may choose to meet informally (or regularly) with one another, and may solicit informal faculty participation in discussions of individual texts.

(7) Comprehensive Examination (on works of Primary and Secondary Lists), to be taken at the end of the winter term of senior year. The examination will be in two parts:

(a) A five-hour written examination concerned with authors and works appearing on the Primary and Secondary readings lists.

(b) A one-hour oral examination to be administered by two examiners (one from each division) in an area of specialization (i.e., a single period, genre, or national literature).

(8) Students achieving an average grade of B+ or higher in the Program will be eligible for Honors. Honors will be awarded on the basis of a Senior Honors Essay of 30–40 pages, to be completed (for one course credit) during the spring semester of the senior year; a one-hour oral examination on the content of this essay – to be administered by two examiners, one from each division – will also be required.

The Literary Studies Program is administered by Stephen Donadio, who serves as chair of a Program Committee made up of representatives of each of the participating departments (one member per department). This Program Committee establishes the Primary List for the comprehensive examination; each of the participating departments will recommend for inclusion on that list the names of three major authors of three different periods. In addition, the Program Committee is responsible for determining the subsidiary lists of authors and texts required for specializations (e.g., in the novel, the sixteenth century, etc.)

[LS 260 Introduction to Literary Theory and Criticism Fall

This course is also listed as CS 260. See Chinese listings for description. Mr. Berninghausen

LS 500 Independent Reading Course Fall

Intended for majors in Literary Studies preparing for the senior comprehensive examinations. Mr. Donadio

LS 700 Special Research Winter

Intended for majors in Literary Studies preparing for the senior comprehensive examinations. Mr. Donadio

LS 705 Senior Colloquium Fall

Intensive reading in major texts ranging from the period of antiquity through the 20th century. This semester the works to be considered are Homer, *The Odyssey*; Dante, *The Inferno*; Cervantes, *Don Quixote*; Tolstoy, *War and Peace*; Dostoevsky, *The Brothers Karamazov*; Kafka, *The Trial*; Joyce, *Ulysses*; Borges, *Ficciones*. Mr. Donadio

LS 710 Senior Honors Essay Spring

*Foundations Course

MATHEMATICS AND COMPUTER SCIENCE

Professors: John Emerson, Robert Martin, Michael Olinick, Bruce Peterson *Associate Professor:* Peter Andrews *Visiting Associate Professor:* Ira Rosenholtz *Assistant Professors:* Priscilla Bremser (on leave all year), David Dorman, Claudia Henrion (on leave spring), Peter Schumer (on leave all year), John Thompson-Rohrlich *Instructor:* Shel Sax *Visiting Instructors:* Janine Clookey, William LaGasse, Barbara Merz

The Department of Mathematics and Computer Science offers courses in a variety of areas within the mathematical sciences and computer sciences. These areas include foundations, analysis, algebra, topology, geology and graphics, applied mathematics, computer languages and systems, computer science theory, computer applications, probability and statistics, simulation and modeling. Accompanying the growth of applications in many fields has been the enrichment of our own programs by the addition and reorganization of courses offered to accommodate such applications.

Expanded course offerings in the computer sciences make study available to all students seeking an education in these areas. While the curriculum offerings serve the needs of computer science majors, various courses are also suited to majors from other areas who choose to concentrate in mathematics and computer science, and to students of the liberal arts who plan to take one or two courses in the computing area.

Our programs are designed to be carefully integrated into the liberal arts traditions of Middlebury College. They serve the needs of four groups of Middlebury College students:

1. Those who are interested in mathematics and computer science, but who will not major or concentrate in a field that requires these subjects,
2. Those who need mathematics or computer science as an integral part of the chosen major or concentration,
3. Those who choose to major in mathematics, emphasizing a traditional study of mathematics and its modern applications, and
4. Those who choose to major in computer science, emphasizing a liberal arts approach to computer science and its applications.

MA 103, MA 105, MA 106, and MA 127 are courses designed for students with minimal secondary school background in mathematics. Students who have completed MA 113 are strongly encouraged to enroll in 200-level courses in mathematics and computer science instead of in these courses. MA 103 is a less intensive introduction to computers than CX 213, designed for students outside the Natural Sciences Division. MA 105 and MA 106 provide introductions to discrete mathematics and statistics for students who lack the prerequisites needed for MA 200, MA 310, MA 311, or MA 315. MA 127 is an elementary course in computer simulation. NS 128 is a foundations course in cryptology that may also be of interest to our students. In addition to this group of introductory courses, the Department regularly offers a winter term course designed to provide the material, usually encountered in the high school curriculum, that is a prerequisite for the study of calculus. Students who elect this winter term course typically elect MA 112 in the following semester.

The mathematics major includes a core sequence of analysis, algebra, and discrete mathematics and computer science. Each student will choose several electives, with the help of an adviser, in order best to fulfill the student's particular mathematical needs and goals.

The computer science major includes a core sequence of introductory computer science and discrete mathematics, and a balance of upper level electives in theory, systems, applications, and mathematics.

Requirements for Mathematics majors: MA 113, 200, 201, 203, 302 and 401, CX 213, four MA electives at the 200 level or above, and MA 704 in the senior year.

Requirements for Computer Science majors: CX 213, 214, 223, and MA 205; one theory course chosen from CX 421 and 423; two systems courses chosen from CX 341, 343, and 345; two applications courses chosen from CX 322, 326, and 328; two mathematics courses chosen from MA 113, MA 200, and MA 228; and CX 704 in the senior year.

Honors program: A student who wishes to be considered for Departmental Honors in mathematics or computer science must submit a proposed plan of study during his or her junior year. The program should meet the requirements listed above, but must also include an additional elective of an advanced nature. This elective is ordinarily at the 400 level, but certain 300 level courses may be accepted. Students should consult with their adviser as they develop a proposal for Honors study.

Advanced placement: Advanced placement is offered for freshmen whose secondary training indicates they can commonly bypass one or more of the beginning courses in mathematics or computer science. Majors typically begin their study of mathematics in MA 113 or MA 200, and their study of computer science in CX 213 or CX 214. Mathematics majors who need to begin the study of calculus with MA 112 may arrange with their adviser to use this course as one of the required electives.

Joint majors: Mathematics and computer science are frequently elected as joint or double majors with other disciplines. The mathematics component of a joint major requires the following courses:

MA 113, 200, 201, 203
One course from MA 302 and 401
One MA elective at the 200 level or higher
One MA elective at the 300 level or higher
MA 704

The computer science component of a joint major requires:

CX 213, 214, 223
MA 205
One course from CX 421 and 423
One course from CX 341, 343, and 345
One course from CX 322, 326, and 328
CX 704

Students who wish to pursue either major and to enroll in teacher education as well should consult both the mathematics adviser and the Director of Teacher Education early in their college careers. Students who plan to pursue their studies abroad during the junior year should also plan their course of study in the major by the end of the freshman year.

Because of the wide variety of course offerings available at other institutions, students wishing to substitute a course from another school for any course in mathematics or computer science must seek approval from the department before registering for the course.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 015 Introduction to Computers Fall
Ms. Henrion

FS 025 Cryptology Fall
Mr. Olinick

FS 055 Fundamentals of Probability Spring
Ms. Clookey

MATHEMATICS COURSES

***MA 103 Introduction to Computers** Fall, Spring

An introduction to computers for those interested in acquiring elementary computer literacy. Exploration of both positive and negative aspects of computers in our society. Emphasis on contemporary uses of computers, especially microcomputers, in such areas as word processing, spreadsheet applications, data bases, and use of graphics. Introduction to programming in BASIC and Pascal, with emphasis on problem solving, development of algorithms, and structured programming.
Ms. Merz, Ms. Henrion

[*MA 105 Finite Mathematics: Probability, Matrices, and Programming]

[*MA 106 Introduction to Statistical Science]

MA 112 Calculus I Fall, Spring

Introductory analytic geometry and calculus; designed for students with four years of secondary school mathematics. The differential calculus of algebraic functions and applications; the indefinite and definite integral, area under a curve, and volumes of solids of revolution. A special section of MA 112 is reserved for students with no prior introduction to these topics. Staff

MA 113 Calculus II Fall, Spring

A continuation of MA 112; may be elected by freshmen who have had an introduction to analytic geometry and calculus in secondary school. Introduction to natural logarithm and exponential functions. The calculus of the elementary transcendental functions. Techniques of integration, infinite series and Taylor's theorem, Polar coordinates, improper integrals, ordinary differential equations. (MA 112 or permission.) Staff

MA 127 Elementary Computer Simulation Spring

Simulation is a dynamic act of imitation of one or more important features of the behavior of a real world system. The course begins with some simulation examples in gambling, sports, population dynamics, and hospital planning and moves on to more complex systems. Among the topics covered are analog and digital approaches, Monte Carlo methods, discrete event simulation, random number generators, deterministic and probabilistic simulation models, verification and validation. Each student will develop, implement, test and validate a simulation project. We will examine some simulation programs written in BASIC and Pascal and learn how to use the powerful simulation programming language SIMSCRIPT.
Mr. Olinick

MA 200 Linear Algebra Fall, Spring

Matrices and systems of linear equations. The vector space R^3 and other real vector spaces. Independence and dimension. Scalar products and orthogonality. Linear transformations and matrix representations. Eigenvalues and similarity. Determinants. The inverse of a matrix and Cramer's Rule. (MA 112 or permission.)
Mr. Dorman, Ms. Clookey

MA 201 Multivariable Calculus Fall, Spring

The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration, line integrals, elementary vector field theory, and applications. (MA 113 and MA 200 or permission. MA 200 may be taken simultaneously.) Staff

MA 203 Topics in Linear Algebra and Differential Equations Spring

A continuation of MA 200; diagonalization of matrices, quadratic forms, inner product spaces, canonical forms. The Spectral Theorem, Positive Matrices, the Cayley-Hamilton Theorem. Ordinary differential equations of arbitrary order, systems of first order differential equations, power series and Eigenvalue methods of solution. Applications.
Mr. Dorman

MA 205 Discrete Mathematics Spring

This course examines a range of subjects which have important applications in both mathematics and computer science. Topics include: sets, functions and relations; proof techniques including mathematical induction and diagonal arguments; partial orders, lattices, graphs and trees; boolean algebras; finite automata, languages and grammars. Mr. Andrews

[*MA 227 Set Theory]

MA 228 Mathematical Logic Fall

This course begins with a look at sentential logic, truth tables and their applications. It also explores first order logic and natural deduction systems, and considers how to decide whether a statement is true or provable. Important theorems covered include the Completeness Theorem and the Compactness Theorem. The course concludes with a discussion of the Incompleteness Theorem, the monumental result of Kurt Godel. (MA 200 or PA 180 or permission.) Ms. Henrion

[MA 240 History of Mathematics]

MA 302 Abstract Algebra I Fall

Groups, subgroups, Lagrange's theorem, homomorphisms, normal subgroups and quotient groups. Rings and ideals, integral domains and fields. The field of quotients of a domain. The ring of polynomials over a domain. Euclidean domains, principle ideal domains, unique factorization, factorization in a polynomial ring. (MA 200, or permission.) Ms. Clookey

[MA 310 Probability]

[MA 311 Statistics]

MA 315 Mathematical Models in the Social, Life and Management Sciences Fall

An introduction to the role of mathematics as a modeling tool and an examination of some mathematical models of proven usefulness in problems arising in the social and management sciences. Topics will be selected from the following: axiom systems as used in model building, optimization techniques, linear and integer programming, theory of games, systems of differential equations, compute simulation, stochastic process. Specific models in political science, ecology, sociology, anthropology, psychology, and economics will be explored. (Permission.) Mr. Olinick

MA 318 Operations Research Spring

Operations research is the utilization of quantitative methods as an aid to managerial decisions. In this course, several of these methods will be introduced and studied in both a mathematical context and a physical context. Topics included will be selected from the following: classification of problems and the formulation of models, linear programming, network problems, transportation problems, shortest route problems, assignment problems, integer programming, non-linear programming queues, inventory problems, and game theory. (Permission.) Mr. Olinick

MA 321 Elementary Number Theory Spring

Divisibility and primeness. Number congruences, the theorems of Lagrange, Fermat and Euler, residue theory, quadratic reciprocity. Diophantine equations. The distribution of primes, density and the Prime Number Theorem. (MA 113.) Mr. Dorman

[MA 324 Numerical Analysis]

[MA 343 Principles of Compiler Design]

Offered in fall term, 1989.

MA 401 Advanced Calculus Fall

An axiomatic treatment of the topology of the real line, real analysis and calculus. Topics include neighborhoods, compactness, limits, continuity, differentiation, Riemann integration and uniform convergence. (MA 201 and MA 203.) Staff

[MA 403 Abstract Algebra II]

[MA 411 Elementary Topology]

MA 431 Complex Analysis Spring

An introduction to functions of a complex variable. Mappings of the complex plane, analytic functions, Cauchy Integral Theorem and related topics. (MA 201 or permission.) Staff

MA 500 Advanced Study Fall, Spring

Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly adapted for those who enter with advanced standing. (Permission.) Staff

MA 704 Senior Seminar Fall, Spring

Each student is required to complete and present a major paper on a topic chosen with the advice of a faculty member. In addition, during the academic year, each student is expected to attend a series of lectures designed to introduce and integrate areas of mathematics not covered in the previous three years. Ms. Clookey, Mr. Dorman

COMPUTER SCIENCE COURSES

***CX 213 Computer Science I** Fall, Spring

An intensive introduction to computer programming methodology, algorithm design, and data structures using Pascal. The method of structured programming is stressed throughout the course as students learn to design and implement computer-based solutions to problems in several different areas. Topics include basic control structures, files, arrays, procedures and parameters, block structures, sets, records. (MA 112 is recommended, but not required.) Ms. Merz, Mr. Sax, Mr. Thompson-Rohrlich

CX 214 Computer Science II Fall

A second course in computer science designed to expand students' programming abilities and knowledge about computers. Emphasis is placed upon the design and construction of large programs, including a significant group programming exercise. Time will be spent considering the theory and practice of using various data structures in programming applications. (CX 213.) Staff

CX 223 Computer Systems and Assembly Language Programming Spring

A detailed study of the hardware and software which make up a computer system. The design and philosophy of several modern minicomputers and microcomputers will be discussed. Emphasis will be placed upon the internal structure and advanced features of the VMS operating system and the VAX minicomputer. Programming in assembly language on the VAX will be taught and used throughout the course. (CX 214.) Mr. Martin

[CX 322 Geometry and Computer Graphics]

Offered in spring term, 1990.

CX 326 Artificial Intelligence Spring

Introduction to the theory and techniques that enable computers to behave intelligently. Topics include search strategies, constraint propagation, inductive and deductive reasoning, knowledge representation, expert systems, and natural language processing. The course will teach programming in LISP. Will alternate with CX 322. (CX 213.) Staff

CX 328 Advanced Topics in Cryptology Fall

This course will parallel NS 128, offering a more sophisticated approach to those with appropriate mathematics and computer science backgrounds. Topics will be chosen from: the role of cryptography in electronic data processing, block and stream ciphers, the Data Encryption Standard, communication and file security, public key cryptography, host system cryptographic operations, authentication techniques, digital signatures, measures of secrecy for cryptographic systems, information theory, advanced topics in mathematical cryptology. Will alternate with MA 343. (Permission.) Mr. Martin

CX 341 Operating Systems Spring

The computer software and firmware that comprise the interface between user and hardware. Topics include process, storage and memory management, scheduling, I/O and security. Will alternate with CX 345. (CX 214.) Mr. Thompson-Rohrlich

[CX 345 Programming Languages]

Offered in spring term, 1990.

[CX 421 Theory of Computation]

Offered in fall term, 1989.

CX 423 Algorithms and Complexity Fall

The theory of the design and analysis of algorithms covering topics such as: The complexity and efficiency of algorithms, various complexity classes of algorithms, the notion of computability, and methods for determining the correctness of algorithms. Will alternate with CX 421. (CX 214.) Mr. Andrews

CX 500 Advanced Study Fall, Spring

Individual study for qualified students in more advanced topics in computer science theory, systems, or application areas. Particularly suited for students who enter with advance standing. (Permission.) Staff

CX 704 Senior Seminar Fall, Spring

Same format as MA 704, and meets with MA 704, but student's paper will be in some area of computer science. Ms. Clookey, Mr. Dorman

*Foundations Course

MUSIC

Professor: George Todd (chair) *Assistant Professors:* Susan Cook, James Grant, Joanna Greenwood, Gregory Vitercik

Organist and Choir Director, Fletcher Professor of the Arts: Emory Fanning (on leave all year)

The Music department offers courses in theory, history and performance. Majors are required to take MU 209–210, MU 309–310, MU 220–221, MU 306 or 307, MU 390, four upper-level elective courses plus one or two units of senior work. In addition to the curricular requirements, majors are expected to participate for four semesters in departmental ensembles: Choir, Orchestra, Contemporary Music Ensemble, or other approved Chamber Ensembles.

Reading knowledge of a foreign language is required of majors concentrating in music history. German, French, or Italian is recommended though another language may be substituted with departmental approval.

Honors: Music majors will propose a Senior Project during the winter term of their junior year. These will be reviewed and approved by the department during the following spring term. The projects may be one- or two-term projects. A grade of B+ or better on the completed project will be granted Honors as follows: B+ in senior work and at least B+ in overall departmental average, which includes Senior Project grade(s), will be granted Honors. A− in senior work and at least A− overall average, High Honors. A in senior work, A in overall average, Highest Honors.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 006 From the Cradle to the Grave: Music and Human Life Fall
Ms. Cook

***MU 101 Introduction to Musical Styles** Fall

This course is designed to provide the broadest introduction to the experience of music. Within this broad framework, a number of musical issues and topics – technical, social, formal, theoretical – will be addressed. No attempt will be made to provide an historical interpretation of western music, although historical elements will be discussed when relevant to other issues. Western art and concert music will be the focal point, but examples from popular, folk, and non-western traditions will be presented as well. Ability to read music is not expected. Ms. Cook

[*MU 105 Perspectives of Music]

[*MU 109 Rudiments of Music]

MU 201 Music in our Time: People, Places, Decades Spring

This course will examine a number of different individuals, trends, styles and genres which together have made up musical life in this century. Topics to be covered include: the beginning of a modern music aesthetic in the work of Claude Debussy, Igor Stravinsky, Charles Ives, Arnold Schonberg, the current work of a number of living composers, the birth and first decades of Rock and Roll and the evolution and influence of American Jazz. There is no pre-requisite for this course and no assumptions are made about prior musical knowledge.
Ms. Cook

MU 205 Performance Lab Fall, Spring

Credit may be conferred for performance in faculty-supervised ensembles, one unit of such credit to accrue over three terms. At the end of each semester, certificates of credit may be issued by supervising faculty, credit to be based on attendance and quality of performance. A student may register for MU 205 during the term of completion of credit requirement, i.e., during the semester for which he earns the third certificate. No more than one certificate may be earned in any one semester. Certificates may be earned only for work during the spring and fall terms. A student may not register for both Performance Lab (MU 205) credit and Performance Class (MU 306, 307) credit in the same semester. Staff

MU 209 Music I Fall

Music I focuses on the materials and grammar of music through compositional exercises. Students will write short pieces for various instruments and ensembles, notate their pieces, rehearse and perform them, thereby learning musical techniques through discovery and observation. The assignments are designed for students with or without compositional experience. Required of majors.
Mr. Todd, Mr. Vitercik, Staff

MU 210 Music II Spring

Continuation of Music I. Required of majors.
Staff

MU 220 Survey of Music History Fall

A chronological survey of the history of Western music, from the earliest written music through the middle of the 18th century. It includes the music of ancient Greece, Gregorian chant, troubadour song, and music of the Middle Ages, the Renaissance and the Baroque. Among the composers discussed are Josquin Desprez, Palestrina, Vivaldi, Bach, and Handel. Analysis of the music of a given era will be supplemented by consideration of the ways in which music and other arts reflect the history and culture of their times. Ability to read music helpful, but not required. Mr. Vitercik

MU 221 Survey of Music History Spring

This course is the second semester of the department's two-semester history of western art music and covers the music of the preclassic age of J.S. Bach's sons through the music of our century. The approach of the course is both historical and cultural, as we'll continually try to see how music reflects its age and the concerns of the composer and the audience. Though intended as a course for serious music students, all students are welcome provided they have had some prior musical experience such as MU 101, MU 109, or have the ability to read music. MU 220 is not a prerequisite. Mr. Vitercik

[MU 230 Instrumental Composition]

MU 250 Introduction to Music Through Electroacoustics Fall

The underlying assumption of this introductory course is that music and technology can illuminate each other. In weekly studio, homework, and listening assignments, students will be asked to analyze and manipulate sound on the Synclavier Computer Music System, applying their acoustical discoveries to understanding musical works and to the composition of original electronic music. No computer or musical experience is assumed. MU 250 is prerequisite to MU 350, Electroacoustic Music Composition. Mr. Todd

MU 260 Making Music: Issues and Ideas Fall

This course will explore issues in musical performance through lectures, readings, discussions with visiting performers, and, most important, the preparation of solo and ensemble performances by members of the class. Topics will include repertory and style, practice and rehearsal techniques, stage deportment, and ways to channel energy before and during a performance. In addition to class projects, students will produce a series of concerts within and around the Middlebury community. The ability to read music is required. Mr. Grant

[MU 306 Performance Class]

[MU 307 Performance Class]

MU 309 Analysis Fall

The study of individual works and genres for advanced students. Analysis will be done through readings, score study and compositional exercises. (Permission.) Mr. Todd

MU 310 Analysis Spring

Continuation of MU 309. Mr. Vitercik

[MU 321 Music in the Medieval and Renaissance Periods]

[MU 324 Music in the Romantic Era]

[MU 325 Music in the Twentieth Century]

MU 326 American Music Spring

This course will not follow a strict historical approach to the subject, but rather a number of composers and topics will be explored in order to answer the questions "what makes American music American," "what does it mean to be an American composer," and "is there an American musical experience." Among the composers and topics to be studied are William Billings, Amy Beach, Charles Ives, William Grant Still, the popular song tradition of Tin Pan Alley, and the Broadway musical. Students will also do work in the Flanders Ballad Collection and explore aspects of native Vermont music. The instructor will arrange for class attendance at a number of live musical events. The course is open to all students, and the ability to read music is not assumed, though students will be expected to undertake a number of special projects designed to expand their musical skills and abilities. Ms. Cook

[MU 330 Symphonic Literature]

[MU 331 History of Opera]

MU 350 Electroacoustic Music Composition Spring

This course will build on the materials studied in Introduction to Music through Electroacoustics (MU 250) which is prerequisite to MU 350. Students will compose electronic and/or mixed media pieces using the College's Synclavier Digital Music System. Mr. Todd

[MU 360 Women in Music]

MU 390 Junior Seminar in Music Spring

The junior seminar provides the opportunity for students to explore a variety of topics in music in preparation for senior work. Such topics include research tools and methodologies, the disciplines of musicology and ethnomusicology, the nature of performance and critical writing. Ms. Cook

MU 500 Independent Study

(Permission.)

MU 704 Senior Work

PERFORMANCE STUDIES

Students may take Applied Music for credit or as an extracurricular activity.

Undergraduates interested in performance for academic credit see descriptions for MU 205, MU 306, MU 307.

While private study is not required for participation in ensembles, it is strongly encouraged.

Students who wish private instruction in piano (beginning and advanced), organ, harpsichord, cello, violin, viola, horn, clarinet, flute, classical guitar or voice should enroll with the department before registration. Inasmuch as spaces are limited, auditions may be required.

Contracts must be signed before lessons begin and are binding. Fees are to be paid to the Cashier's Office upon receipt of a bill at the beginning of each term. No rebate is allowed for lessons missed except in the case of injury or continued illness. Performance studies consist of one lesson weekly.

For those students accepted for private instruction, the applied fee is waived if they are enrolled in MU 306, MU 307, and 700 and 500 courses in Applied Music.

Private instruction in piano	Staff, Ms. McClain
Private instruction in organ	Staff
Private instruction in cello	Ms. Hilger
Private instruction in harpsichord	Ms. Cook
Private instruction in violin and viola	Mr. Gusakov
Private instruction in flute	Ms. Janson
Private instruction in voice	Ms. Nall, Ms. Messier
Private instruction in guitar	Mr. Geoghegan
Private instruction in horn	Mr. Parshley
Private instruction in clarinet	Mr. McBride

The College will assist the student as far as possible in securing adequate instruction when not provided by the regular staff.

Music Library. The Christian A. Johnson music library contains over 15,000 records, scores, books, and a collection of chamber music. Listening facilities for records and tapes in the library are available to anyone from the college community.
Mr. McBride, Librarian

Electronic Music Studio. A well-equipped studio which includes a Synclavier II with Sample-To-Disk. Mr. Todd

Practice Facilities. Practice rooms with pianos are available for individual and group rehearsal. Organs: Walcker (1969) mechanical action, 15 ranks; Wicks (1978) 2 ranks, and Gress-Miles (1970) 48 ranks. Application should be made to the secretary of the music department.

College Orchestra. Weekly rehearsals leading to the performance of music from all periods. Instrumentalists may arrange for an audition through the department secretary.
Mr. Vitercik

Chamber Ensembles. Coaching in chamber music for standard vocal and instrumental combinations: madrigal group, string quartet, woodwind quintet, etc., is also available.
Staff

Contemporary Music Ensemble. Contemporary Music Ensemble is dedicated to the performance of new works in various mediums. Weekly rehearsals.
Mr. Todd, Mr. McBride

College Choir. The College Choir sings at chapel services and special concerts on and off campus. Audition required, open to all students without prerequisite. Mr. Fanning

Recitals. Regularly scheduled recitals and lectures are open to the public.

*Foundations Course

PROGRAM IN NORTHERN STUDIES

Associate Professor: Robert Churchill (Geography) *Assistant Professor:* William Howland (Program Director) *Adjunct Professor:* Steven B. Young

The Northern Studies Program is an interdisciplinary progam focusing on all aspects of the Circumpolar North. This Program provides students with a strong interdisciplinary course of study by applying the traditional natural and social scientific disciplines to an understanding of northern environments and man/nature relations in the North. The Northern Studies Program includes several courses taken during a semester in residence at the Center for Northern Studies, an independent, non-profit, research and educational facility located in Wolcott, Vermont, about 75 miles northeast of the College.

The academic major involves coursework, seminars and directed field studies on the Middlebury campus and at the Center for Northern Studies. Students participating in the Program normally spend one or more semesters in residence at the Center. Northern Studies majors also have the opportunity to take part in extended field research at various Arctic or Subarctic Research facilities.

Requirements for a Northern Studies Major: Northern studies majors choose to follow a "track" of courses to specialize as below:

1) *The Biology Track* studying the physical biogeography and ecology of northern biomes, or

2) *The Quaternary Track* studying Arctic and Alpine physical environments of North America, especially in the post-glacial period.

The following is a list of required courses for each of the major tracks. Students are urged to work out their plans of study early and carefully, as the period spent in residence at the Center shortens the time available to take required courses on the College campus.

All Majors:

NE 151	**Introduction to Polar Environments**
NE 152	**Public Policy in Arctic and Subarctic North America**
NE 252	**Biogeography (Arctic & Alpine Emphasis)**

Biology Track:

***BI 125**	**Introduction to Biological Principles**
***BI 190**	**General Ecology**
BI 203	**Botany**
BI 250	**Cells and Organelles**
BI 390	**Advanced Ecology**

Quaternary Science Track:

GL 112	**Environmental Geology**
GL 161	**Oceanography**
GL 252	**Geomorphic Processes**
GL 321	**Sedimentary Rocks**
GG 310	**Quantitative Methods in Geography**
GG 254	**Weather and Climate**

Majors will spend one or two semesters at the Center for Northern Studies, taking the courses described below. Majors also ordinarily take Winter Ecology (NE 350) at the Center in winter term. Normally, students are resident at the Center during the junior year, though residence at the Center may be arranged during the sophomore or senior year. In the fall of the senior year, students take NE 451.

Students normally take one or two units of senior thesis work (NE 700). At least one thesis unit is required for the major. No more than three units of senior thesis work may be applied toward a Middlebury degree. The two unit thesis may be either field or library based. The three unit thesis requires original, predominantly field oriented work; the thesis is read by and defended in front of three faculty members after a seminar discussing the work has been presented by the student.

A limit of nine regular term courses and one winter term course can be accepted from the Center for Northern Studies toward the Middlebury degree. This limitation includes any research and thesis work undertaken at the Center.

Departmental Honors: Students may apply for Honors in Northern Studies at the time of the Senior Thesis. Honors are awarded to majors who make an oral presentation and defense of a thesis of more than one credit, receiving a grade of A, and who have also maintained a grade average of 3.3 in courses in the major, and who meet any other College requirements for departmental honors.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 016 The Exploration of the Arctic: 1750–1920 Fall

Mr. Howland

COURSES AT MIDDLEBURY

NE 151 Introduction to the Polar Environments Fall

The course provides an introduction to the physical and biological characteristics of the polar world. A systems approach is used to study climate, glaciation, geomorphology and soils. The ecosystems of the tundra, boreal forest, and polar seas, and their environmental histories are treated, with attention to the methods by which polar research is conducted. (Open to freshmen and sophomores, otherwise by permission.) Mr. Howland

NE 152 Public Policy in Arctic and Subarctic North America Spring

The evolution of public policy in Arctic and Subarctic North America is treated from the early explorations, through the periods of whaling, the fur trade, defense developments, mining, and the oil and natural gas developments of recent years. The emphasis is on the political, economic and cultural impacts of southern-based policy and activity on the Native People of the North, and the underlying conflicts in the perceptions of the North as a 'homeland' and as a 'frontier'. The evolution and status of Native Claims is examined as a modern expression of the public policy dilemma. (Open to freshmen and sophomores, otherwise by permission.) Mr. Howland

NE 252 Biogeography Spring

This course presents an ecological and evolutionary approach to the study of patterns in the distribution of plants and animals. Theories of ordination, classification, and mapping of plants and animal ranges are introduced. Zoogeographic realms, concepts of geographical ecology, and phytogeography are reviewed. The role of plate tectonics and the Quaternary ice age in evolutionary systematics, modes of speciation, disjunctions and relict ranges are examined. Theories of Island biogeography are applied to Arctic and Alpine biogeography problems in the latter part of the course. (NE 151, or BI 125, or GG 250, or permission.) Mr. Howland

NE 451 Senior Seminar: Northern Research Fall

This seminar treats the definition of northern research problems, the development of research proposals, a critical acquaintance with the literature, elements of research methodology, and the preparation of research papers. The approach involves student research projects, class seminars and finished papers. Mr. Howland

NE 500 Independent Study Fall, Spring

NE 700 Senior Thesis Fall, Spring

SEMESTERS-IN-RESIDENCE PROGRAMS AT THE CENTER FOR NORTHERN STUDIES

Most Northern Studies majors spend all or part of the junior year in residence at the Center for Northern Studies. The Center is located in Wolcott, Vermont, about 75 miles northeast of the College, in a substantially snowier and more rigorous climatic zone. Although contact with Middlebury is maintained, this year is similar to a junior fall term (or optionally, a full year) abroad. While at the Center, students reside together in nearby country homes retained for this purpose.

All students who wish to attend a semester-in-residence program must apply to the Center for Northern Studies well in advance of the semester. Applications may be obtained from the Northern Studies office on campus (Science Center, Room 428).

Financial Arrangements:

The College will forward part of the student's comprehensive fee payment to the Center for Northern Studies to cover costs for students who enroll in a full semester-in-residence program, or a semester-in-residence program and the winter term-in-residence at the Center. The College, however, does not contribute any portion of the comprehensive fee, or any other financial assistance, to cover the costs of individual courses taken at the Center, but not taken in conjunction with a full fall or spring semester-in-residence at the Center or with a major in Northern Studies.

FALL SEMESTER-IN-RESIDENCE at the Center for Northern Studies. Prerequisite for this term is NE 151.

The fall term at the Center introduces students first-hand to Arctic and Alpine environments, cold ocean coasts of the Northeast, and environmental analysis techniques. The semester begins with an extended field trip to Newfoundland and Labrador with Center faculty. After their return from this trip, students at the Center remain immersed in the study of Northern environments and culture through their continuing course work, and daily associations with other students in classes, the library, and in the residences.

NE 310 Paleoenvironment and Prehistory of the Circumpolar North Fall

The physical, biological, and cultural environment of the Circumpolar North are a function of events which took place during the Quaternary Period. These include episodes of glaciation, changes in climate, fluctuations in the distribution of organisms, and the development of human societies in cold regions. Emphasis is placed on the information, material and techniques which are necessary to developing concepts of the Quaternary, and on placing the present nature of the northern environment in a historical perspective. Field and laboratory work will concentrate on the techniques of environmental reconstruction, including Quaternary geomorphology and stratigraphy and paleontological and archaeological techniques. 3 hrs. seminar, field work. Mr. S. Young

NE 320 Dynamics and Characterization of Northern Ecosystems Fall

This course will concentrate on the interactions between polar organisms and their physical and biological environment on a broad scale. Topics will include energy pathways, predator-prey, parasitic, and other symbiotic relationships, destabilizing and cyclical factors in the ecosystem, and methods and concepts for describing, classifying, or otherwise characterizing boreal forest and tundra ecosystems and their components. Field and laboratory work will consider methods of elucidating and measuring various processes and relationships typical of northern ecosystems and techniques for describing and comparing sample areas. Staff

NE 330 Indigenous Cultures of the Circumpolar North Fall

For the last 15,000 to 30,000 years the native peoples of the Circumpolar North have been a significant factor in the natural environment of the region. This course offers an introduction to various indigenous cultures of northern regions at a time immediately before extensive contact was established with modern western culture. Some consideration will also be given to long established rural western communities in northern areas. Major emphasis is placed on the historical context of the emergence and establishment of these cultures, and on the ways in which the cultures have interacted with the environment. Staff

NE 340 Polar Biota Fall

This course considers the identification, systematics, evolutionary adaptations, and autecology of the major groups of plants and animals of the northern environment. Some consideration is also given to the Antarctic biota. The larger and more conspicuous terrestrial organisms receive the major emphasis, while less is given to aquatic and marine biota. Students will become familiar with the theory and process of identification and classification of the relevant plants and animals. Field work will stress identification of these organisms, particularly vascular plants, in their native habitat. 3 hrs. lect., lab. Mr. S. Young

WINTER TERM-IN-RESIDENCE at the Center for Northern Studies. Prerequisites for this term are NE 151 and BI 190.

NE 350 Winter Ecology Winter

Among the most important challenges to polar organisms are intense seasonal change of conditions, intense cold, limited energy resources in the environment, and the establishment of long-term snow and ice cover. These factors have provided selection pressure for a remarkable series of adaptations. This course examines the physiological, anatomical and behavioral adaptations of polar plants and animals. The course is taught largely in an intensive lab and field work format. Staff

SPRING SEMESTER-IN-RESIDENCE at the Center for Northern Studies. Prerequisite for this semester is NE 152. The spring term at the Center emphasizes social sciences, northern policy studies, community development in the North and related contemporary problems. This term also includes several field excursions, normally in the second half of the semester.

NE 360 The Political Economy of Resource Management Spring

A study of societal decision-making regarding the human use of natural resources and natural environments. The first half of the semester is devoted to a comparative examination of three theoretical approaches to this subject: the microeconomic perspective, the ecological perspective, and the institutional perspective. This is followed by a series of substantive applications of particular relevance to the far North. Topics covered in this section of the course include: Outer Continental Shelf oil and gas, hardrock minerals, forest products. marine fisheries, amenities values, and pollution control. Staff

NE 370 Northern Policy Studies Spring

The pervasive presence of governments throughout the Circumpolar North makes this region an ideal laboratory for the study of public policy. Focusing on contemporary northern issues, this course both applies existing knowledge and seeks new insights concerning the nature of public policy. Topics covered include: the role of the state in society, the formation of policy agendas, the analysis of policy alternatives, the enactment of specific public policies, policy implementation, and policy evaluation. Staff

NE 380 Community Development in the Circumpolar North Spring

The rural communities and villages of the Circumpolar North suffer from a variety of social problems (for example, large scale emigration, extensive unemployment, financial insolvency, and high rates of alcoholism). While these problems are especially severe in predominantly native communities, they are pervasive throughout the Circumpolar North. How did these conditions arise, and what can be done to alleviate them? This course focuses on various explanations of the contemporary problems of these rural communities and on an analysis of alternative strategies for alleviating these problems. Staff

NE 390 Northern Legal Issues Spring

Legal research and analysis differs greatly both from natural science and from social science. Using cases relating to the Circumpolar North, this course offers students an introduction to legal materials, processes, institutions, and modes of thought. In any given semester, case materials will be drawn from controversies pertaining to public land, Native claims, offshore oil and gas development, hard rock mining, water rights, forest management, wildlife, fisheries, and international resource agreements. Ms. Osherenko

NE 395 Northern Resource Conflicts Spring

The rapid growth of interest in developing the natural resources of the Circumpolar north has given rise to increasingly severe conflicts among interests active in both the private and public sectors. This course examines the nature of these conflicts and evaluates the merits of alternative methods of resolving these conflicts. Among the methods considered are litigation, arbitration, legislation, negotiation, and problem-solving as well as the responses to conflict traditionally used by indigenous northern communities. The course places considerable emphasis on participatory activities such as moot courts, gaming, simulations, negotiation exercises, and problem-solving sessions.

Ms. Osherenko, Mr. O. Young

Seminar Series Fall, Spring

Each semester, a number of outstanding experts on a variety of polar issues are invited to the Center to give guest lectures on their fields of expertise. These lectures are generally keyed to topics and material related to the formal courses. Students are expected to prepare for these guest lectures through reading of assigned material and to participate in discussion sessions with the visiting speakers following the formal seminars.

The seminar series is not technically a separate course and does not specifically carry course credit. However, seminar material is considered to be a vital part of the formal courses, and students are responsible for incorporating seminar material in the overall course work. Staff

JOINT MAJOR IN GEOGRAPHY AND NORTHERN STUDIES

This joint endeavor is designed to provide a structured major drawn from the Social and Natural Sciences to allow students to develop a strong foundation in geography, closely coordinated with an emphasis on the physical environments and cultures of the circumpolar North. This major will offer students the geographical concepts and skills needed to study the spatial organization of society and the relationships between humans and their physical environments. Within this context it will emphasize the nature of the polar world, and the economic, legal, cultural and environmental dimensions of the North as a homeland and as a frontier, to native and non-native northerners respectively.

The following course requirements for the joint major comprise 14 credits. One term, normally in the Junior year, will be spent at the Center for Northern Studies in Wolcott. Courses that may be taken at the Center are flagged with †.

Introductory Level Courses: (3)

Required Courses:

GG 100	**Geography: A Modern Synthesis**
NE 151	**Introduction to the Polar Environments**
NE 152	**Public Policy in Arctic and Subarctic North America**

Upper Level Courses: (11)

Any 2 of the following:

GG 250	**Physical Earth Processes**
GG 222	**Contemporary Geography of Soviet Union**
GG 210	**The Geography of Development**
GG 230	**Social Aspects of Environmental Conservation**

Required Courses:

NE 252	**Biogeography (Arctic and Alpine Emphasis)**
GG 254	**Weather and Climate**

Any 4 of the following:

NE 310	**Paleoenvironment and Prehistory of the Circumpolar North**
NE 330	**Indigenous Cultures of the Circumpolar North†**
NE 370	**Northern Policy Seminar: Contemporary Subsistence†**
NE 380	**Community Development in the Circumpolar North†**
NE 390	**Northern Legal Issues†**
NE 395	**Northern Resource Conflicts†**
NE 500	**Independent Study†**

Required Courses:

GG 310	**Quantitative Methods in Geography**
GG 320	**Cartography and Graphics**
NE 451	**Senior Seminar: Northern Research**

For Honors:

NE 700 or GG 700 Senior Research

PHILOSOPHY

Professors: Lynne Baker (on leave all year), Stanley Bates, Hiroshi Miyaji, Victor Nuovo (chair) *Assistant Professor:* Richard Arthur *Visiting Assistant Professor:* Philip Gasper

Non-majors. Most Philosophy department courses are open to students who are not majors and who have had little or no previous work in philosophy. PA 150, PA 201 and PA

202 are general introductions to the field and are open to students in all classes. Other courses in the 200 range are introductions to specialized areas of philosophical study which do not require particular competences, though students who have done work in the sciences, education, religion or the arts will find their studies in those areas of assistance. Except as noted, 300 level courses are generally open to students but they suppose a higher level of sophistication than the 200 level courses and are not normally open to freshmen.

Major Program: Majors shall elect ten courses in the department inclusive of senior work. PA 180 and PA 223 are strongly recommended. Majors must elect one course in ethics, one in philosphy of science or the theory of knowledge, one in the history of philosophy. Cognate courses, particularly in the areas of political science and religion, may be substituted for no more than two departmental courses. Substitutions require the prior approval of a major's departmental adviser and must be in the 200 range and above.

Senior Work: Senior work consists of two seminars taken during the senior year. All senior majors are required to take the two seminars currently listed. This requirement will not be waived for students doing departmental honors.

Departmental Honors: To become a candidate for departmental honors in philosophy students majoring in philosophy must have a B average and, prior to registration for honors work, must submit to the department a research proposal. Students may register for honors work only after the department has approved their proposal. With departmental approval, students may register as honors candidates for two successive terms of PA 500 (normally during the Winter and Spring of their senior year). To receive departmental honors, students must complete a two term project resulting in a thesis or a set of thematically related papers and receive for their work a minimum grade of B+ and must maintain in all other departmental courses a B average.

International Major: Three to four courses, normally including PA 150, PA 180, and two of the following: PA 201, PA 202, PA 250, PS 255. Three of four philosophy course credits at a Middlebury School Abroad or an approved equivalent: two-semester senior seminar requirement, plus an advanced course in the language department. Minimum of ten courses.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 023 Reason and Beyond Fall
Mr. Nuovo

FS 033 A Hitchhiker's Guide to Philosophy Fall
Mr. Arthur

***PA 150 Introduction to Philosophy** Fall, Spring

Philosophy has traditionally been conceived as the discipline which attempts to achieve the most comprehensive understanding of reality, and of the role of human existence. This course will introduce students to fundamental philosophical issues concerning the nature of reality (metaphysics), the possibility of knowledge (epistomology), and the nature of value (ethical theory) through a reading of a number of important primary texts of thinkers such as: Plato, Descartes, Hume, Kant, Kierkegaard, Mill, Nietzsche, and Freud. (Several of the sections of this course satisfy the freshman writing requirement.) Staff

***PA 180 Introduction to Modern Logic** Fall, Spring

The aim of this course is to provide a sound understanding of the principles of deductive reasoning through the study of modern symbolic logic. Students will learn how to symbolize natural arguments occurring in books, cartoons, newspapers and other media, and to evaluate their validity using techniques of propositional and predicate logic. Although mathematical in appearance, symbolic logic is more like an artificial language to learn, and even students with little confidence in math can master it. No prior knowledge of logic, formal mathematics or computer science is presupposed in this course.
Mr. Gasper (Fall), Mr. Arthur (Spring)

***PA 190 Ethics and the Environment** Spring

The first part of this course will be devoted to an examination of the moral life, how it is to be lived and judged and how the realm of nature, of animate and inanimate things and systems enters into the sphere of morality. Selected writings of Kant, Emerson and Thoreau will be read as well as more recent literature on the concept of "respect for nature." The second part of the course will be devoted to selected problems concerning conservation, preservation of wild areas, vivisection and other issues pertaining to the human use of animals.
Mr. Nuovo

[*PA 201 Ancient Greek Philosophy]

[*PA 202 Modern Philosophy from Descartes to Peirce]

[PA 205 Human Nature and Ethics]

[*PA 212 Introduction to the History of Modern Science]

[PA 213 Philosophy of Religion]

PA 222 American Philosophy Spring

This course will begin with an investigation of the "American Enlightenment"—that complex adaption of European thought which lay behind the invention of America. We shall then discuss Transcendentalism, another current of American thought which must be viewed against its European background of Idealism and Romanticism—with Emerson and Thoreau as principal figures. The last part of the course will concern the professionalization of philosophy and the development of what is usually thought to be the characteristic American philosophy, pragmatism. The central figures are C.S. Peirce, William James and John Dewey, and the contemporary inheritors of the pragmatic tradition, W.V. Quine and Nelson Goodman.

Mr. Bates

[PA 223 Introduction to Contemporary Philosophy]

PA 230 Philosophy of Science Fall

What is science? How can we distinguish it from pseudoscience? Is there a unique scientific method? What are the roles of theory and experiment, hypothesis and observation? In addressing these questions we will be led to examine the development of science, and to question the prevailing conception of scientific knowledge as progressive, cumulative and objective. This will lead us to further questions about ontology: "What is the reality status of things like phlogiston, ether, light rays and quarks?"; and the scope of science: "Is science an ideally rational enterprise, or only one among many viable intellectual traditions that society might adopt?" (Some background in philosophy or natural science. Recommended: PA 180.)

Mr. Arthur

[PA 231 Philosophy of History]

[PA 233 Aesthetics]

PA 250 Early Modern Philosophy Fall

This course will consider the work of three major philosophers of the 17th and 18th centuries who are of central importance in the development of modern philosophy: Descartes through his *Discourse* and *Meditations*, Hume in his *Treatise of Human Nature*, and Kant through the *Critique of Pure Reason*. We shall seek to understand these philosophical theories as responses to the perceived threat of skepticism.

Mr. Bates

PA 253 Confucianism and the Confucian Tradition in East Asia Fall

This course will inquire into the origin and development of Confucianism and Neo-Confucianism in China, and its impact upon and adaptation by Japanese (especially during the Tokugawa period) and Korean (especially Yi T'oege and the Neo-Confucian orthodoxy of the Yi dynasty) thought. The course involves extensive readings and discussion of selected texts in translation. (There is no prerequisite, but RE 115 is recommended.)

Mr. Miyaji

[PA 255 Kierkegaard, Marx and Nietzsche]

[PA 256 Topics in Japanese Philosophy]

[PA 280 Intermediate Logic]

[PA 309 Philosophy of Law]

PA 310 Comparative Philosophy Spring

An examination of philosophical concepts and problems from a cross cultural point of view: concepts of value, the possibility of a transcendent being (God or gods), the nature of thought, free will vs. determinism, the relation of mind and body. The study will focus on selected texts from different traditions: India, China, Japan, Ancient Greece and Europe.

Mr. Miyaji

PA 331 History of Materialism Spring

Of all philosophical doctrines, Materialism has the longest history, appearing first with the Greek Atomists of the 5th century B.C. What makes it also one of the most interesting is its pivotal and controversial role as mediator between progressive science and radical politics. We shall be tracing its history from the Greek Atomists and Epicureans, through Hobbes and the 18th century French Enlightenment thinkers like Diderot, d'Holbach and LaMettrie, to the Germans Feuerbach, Marx and Engels.

Mr. Arthur

PA 351 Theory of Knowledge Spring

The theory of knowledge (or epistemology) is concerned with general problems about the nature, possibility, scope and basis of human knowledge. Epistemologists ask such questions as these: What is knowledge and what are its essential components? What are the limits of human knowledge? Is there such a thing as moral knowledge? Does all human knowledge originate in perception, or does some of it originate independently of our sensory experience? Is mathematical and philsophical knowledge continuous with our knowledge of the natural world, or must such knowledge be explained in some quite different way? This course will focus

on recent discussions of these issues, with some occasional glances at the history of the subject (which goes back at least as far as Plato).
Mr. Gasper

[PA 352 Philosophy of Mind]

PA 354 Philosophy of Language Fall

Language is central to human activity. Its primary role is in communication, but we also use it to engage in countless other kinds of social interaction. And we probably think in a language. The philosophy of language seeks to describe and explain the properties which enable language to play its extraordinarily important role in people's lives, and to explain what is involved in understanding a language. Topics to be discussed include theories of meaning, reference and truth, transformational grammar, linguistic competence, the innateness debate, and language and thought. Mr. Gasper

SEMINARS

The following seminars are required of senior majors, and are open to other qualified students by permission.

[PA 402 The Philosophy of Aristotle]

[PA 405 Hobbes and Leibniz]

[PA 407 Hegel's *Phenomenology*]

PA 410 Wittgenstein Spring

A study of Wittgenstein's early *Tractatus* and his major later work, *Philosophical Investigations* and the continuities and discontinuities between them as reflected in his posthumously published diaries, journals and lectures. Among topics to be discussed will be Wittgenstein's views about language, skepticism, and philosophy itself. Mr. Nuovo

PA 415 Contemporary Moral Theory Fall

It is sometimes asserted by those unacquainted with contemporary "analytic" philosophy that it has abandoned traditional philosophical issues about reality and value. In this seminar, we shall see the untruth of this charge in our reading of a number of works of the last decade by analytic philosophers such as Tom Nagel, Bernard Williams and Alasdair MacIntyre which investigate the possibility of moral knowledge. Mr. Bates

[PA 416 Contemporary Aesthetics]

PA 500 Research in Philosophy Fall, Spring

(Open only to majors.) Staff

*Foundations Course

PHYSICAL EDUCATION AND ATHLETICS

Physical Education is a *degree requirement* and the Physical Education Program concentrates on life-time sports so that all students leave Middlebury College with exposure to sports or recreational activities in which they have developed a degree of skill and interest which will be an asset to them in later years. *Before graduation*, students must complete three courses. Each course carries one unit of physical education credit.* (*Exception: Beginning Swimming for non-swimmers, if completed during the freshman year.) Students who wish to elect courses (i.e., the student does not need the course for physical education credit) may register with the department for the appropriate season to be scheduled for classes on a space available basis. The courses and activities are as follows:

Certification Courses, textbook and related fees applicable: Advanced Life Saving, C.P.R., First Aid, Water Safety Instructor's course.

Special Lessons and Fees: Alpine Skiing, Karate, Riding, Scuba, Ski Touring.

Personal Equipment Sports: Beginning Ice Skating, Cycling, Figure Skating.

Department provides equipment except for tennis rackets: Archery, Badminton, Fencing, Golf, Squash, Tennis, Volleyball.

Conditioning-type Courses: Beginning Weight Training, General Conditioning, Circuit Training, Swimming for Conditioning.

Dance Courses as available: Basic Ballet, Basic Jazz Dance, Basic Modern Dance, TH 160, 161, 162, 260, 261, 276, 360, 361, 380, 381.

Special Departmental Course offerings, as available: When offered, information on these courses will be available during the registration period for the season concerned.

Beginning Swimming for Non-Swimmers NOTE: It is strongly recommended that students who cannot swim take this course in their Freshman year. Students identified as non-swimmers may earn three credits if they take Beginning Swimming and are able to swim one length of the pool and tread water for five minutes. This must be completed by the end of the freshman year if the student is to receive the three credit incentive. The Physical Education Department will provide individual lessons, if necessary, and will allow the student to repeat the course throughout their freshman year.

Credit for Intercollegiate Competition. A student may receive credit for participation in an intercollegiate sport. Credit will be awarded on the following basis: 1. a student must participate for the entire season; 2. only one credit may be earned for each sport.

The department schedules two seasons of instructional courses in each of the two college terms and one season in the winter term. Registration is on a first come-first served basis and is open to students who wish to elect courses on a space available basis. Students who are unaware of their current physical education record should check their record with the physical education secretary in the Field House to ensure completion of their program prior to graduation and in accordance to the printed catalog specifics indicated above. Applications for transfer credit must be made in advance, following College procedure for academic credit transfer. The Dean of Students office processes *credits from transcripts* for students transferring to Middlebury.

The Physical Education Program above, as revised by the department in 1986–1987, will become effective in September 1987. Students with three credits as of May 1987 will have completed their Physical Education Program. Those students with fewer than three credits in May 1987 will complete their Physical Education Programs under the September 1987 program with prior credits allowed toward completion of their Physical Education Program. All requests for medical waivers must come from the student's home physician. Injuries and illnesses suffered on campus will be considered as exceptions to the previous statement and will be handled by the College Health Center.

Season Dates
September 19–October 28, 1988
October 31–December 9, 1988
January 9–February 3, 1989
February 13–March 17, 1989
April 3–May 5, 1989

PHYSICS

Professors: Robert Gould, Frank Winkler, Richard Wolfson (chair) *Associate Professors:* Jeffrey Dunham (on leave all year), Robert Prigo *Visiting Assistant Professor:* Stephen Ratcliff

Physics is the fundamental science; it leads to our most basic understanding of the natural world and of human technological achievements. The physics program at Middlebury is designed to integrate physics into the liberal arts curriculum and to provide challenging courses and research opportunities for students majoring in physics.

Course offerings reflect the needs of three categories of students: (1) those majoring in areas outside the sciences, who seek to explore the concepts of physics with a minimum of mathematics; (2) those majoring in another science who need a basic introduction to physics and the analytical skills it provides; and (3) those majoring in physics.

Courses designed especially for non-science students are PH 155 (Introduction to the Universe), PH 180 (Nuclear Technology: The Promise and the Peril), and a Freshman Seminar (Art and Physics of Structural Engineering) in the fall term, and PH 101 (Physical Reality and Human Thought) in the spring.

Students majoring in the sciences, and others who desire a more analytical approach to physics, usually take the two-semester introductory physics sequence PH 109–110. In addition, they may elect more advanced courses at the 200 level. Students in premedical and other programs requiring two semesters of physics should take PH 109–110; other 100-level physics courses are not acceptable.

For those majoring in physics, we offer a broad range of courses that emphasize a variety of topics in physics while building both theoretical understanding and experimental skills. Middlebury physics majors apply their education in a wide variety of careers. Some pursue graduate work in physics and related fields. Others find their physics degrees valuable in engineering, medicine, business, law, teaching, government service, and other pursuits. The physics program is designed to encourage both those intending advanced study in physics and those for whom formal work in physics will end with the Middlebury degree.

Requirements for the Physics Major: The major program consists of five required physics courses: PH 109, PH 110, PH 201, PH 202, and PH 212; a minimum of four electives in physics; and the senior program. Electives may be chosen from courses at the 200 level and above. In addition to the courses listed below, courses which satisfy the elective requirement in physics are frequently offered during the winter term. Mathematics at least through the level of MA 113 is also required; this requirement may be satisfied either at Middlebury or through appropriate pre-college courses in calculus.

Prospective majors must begin the physics sequence no later than the sophomore year. Starting in the freshman year allows more flexibility in the choice of courses and thesis topics.

Students who choose the physics major as preparation for medicine, business, law, or education often select many of their physics electives from topical courses at the 200 level. For students planning graduate work in physics, PH 302 (Electromagnetic Theory) and PH 401 (Quantum Mechanics) are essential. In addition, PH 311 (Quantum Physics Applications), PH 330 (Advanced Mechanics), PH 350 (Statistical Mechanics) as well as MA 200 and MA 201 are strongly recommended for those anticipating graduate study. Most physics majors will find computer programming skills through the level of CX 213 extremely valuable.

Senior Program: The major program culminates with a three-unit senior thesis and comprehensive examination. The thesis involves a significant piece of experimental or theoretical research. Thesis topics in recent years have included work in astrophysics, laser spectroscopy, biophysics, holography, high-temperature superconductivity, ultrasonics, plasma physics, solar energy and nuclear magnetic resonance. The comprehensive examination is given in the fall term of the senior year.

Departmental Honors: A minimum grade average of B in physics courses is required of all honors candidates. Honors in physics are awarded primarily on the basis of excellent senior thesis work. A student's overall accomplishments in the department, including course work, teaching assistantships, and leadership are also considered in the awarding of honors.

Pre-Engineering: Many students study physics with the intent of eventually doing engineering, either through a 3–2 program or in graduate school. Students who pursue a physics major *en route* to a 3–2 engineering degree should take the same five-course introductory sequence outlined above, two elective courses in physics, and MA 213. Four-year pre-engineering students take the normal physics major and choose electives in consultation with their advisor.

Advanced Placement: Students who seek advanced placement in physics should take the College Board AP examinations. Credit for PH 109 and/or PH 110 is given to students who achieve a score of 4 or 5 on the "Physics C: Mechanics" and/or "Physics C: Electricity and Magnetism" examination, respectively. One AP credit is given to students who take the "Physics B" examination and achieve a score of 4 or 5, but such students are advised to begin their study of physics with PH 109.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 026 Art and Physics of Structural Engineering Fall

Mr. Prigo

***PH 101 Physical Reality and Human Thought** Spring

This course for non-science students will explore major ideas that shape our understanding of physical reality. The course will focus on the developments of modern physics, particularly relativity and quantum theory. The physical content of these ideas will be emphasized in a non-mathematical way, and their philosophical implications discussed. Tracing the historical development of physical theories will convey a sense of the evolutionary and revolutionary aspects of scientific progress. The course will conclude with contemporary attempts to understand the evolution of the universe in terms of the most fundamental physical principles. (One section of PH 101 fulfills the college writing requirement.) Mr. Wolfson and Mr. Winkler

[PH 105 Physics of Sports]

PH 109 Mechanics Fall, Spring

This course examines the phenomenon of motion as it occurs throughout the universe. The important concepts of force, energy, and momentum are introduced and applied to systems ranging from subatomic particles to galaxies. Major topics covered include Newton's laws of motion, work and energy, linear momentum, collisions, gravitation, rotational motion, and oscillatory motion and waves. Emphasis is placed on practical applications in physics, engineering, the life sciences, and everyday life. Laboratory work and lecture demonstrations are integrated into the course material to illustrate basic physical principles. (Students in PH 109 should either be enrolled concurrently in MA 112 or should have completed a high school or college calculus course.) 3 hrs. lect., 3 hrs. lab.

Mr. Prigo and Mr. Gould (Fall)
Mr. Gould and Staff (Spring)

PH 110 Electricity and Magnetism — Spring

The physical principles of electricity and magnetism are developed and applied to the electrical structure of matter and the electromagnetic nature of light. The theory of relativity is explored in the context of its implications for mechanics and electromagnetism. Practical topics from electricity and magnetism include voltage, current, resistance, capacitance, inductance, and AC and DC circuits. Laboratory work includes an introduction to electronics and to important instruments such as the oscilloscope. (PH 109 or permission. MA 113 is a co-requisite.) 3 hrs. lect., 3 hrs. lab.
Mr. Wolfson and Staff

*PH 155 An Introduction to the Universe — Fall

This introductory astronomy course primarily for non-science students has as its goals: (1) To give insight into how scientists come to understand nature through the interplay of observations, laboratory measurements, and theoretical models; (2) to communicate the excitement of current research topics such as quasars, black holes, and supernovae; and (3) to provide an appreciation for the sky as part of our natural environment and cultural heritage. Topics include how stars shine, evolve, and die, our understanding of the history (and future) of the universe, and speculations on the origins of life—on earth and possibly elsewhere. Laboratory work includes observations at the College Observatory. (No prerequisites.) 3 hrs. lect., 2 hrs. evening lab. Mr. Ratcliff

PH 180 Nuclear Technology: The Promise and the Peril — Fall

In the 1950's, nuclear technology was hailed as the path to a brighter future. Today, we confront Chernobyl, Three Mile Island, and unending development of nuclear weapons. Do the benefits of nuclear technology outweigh its risks? What role should nuclear technology play in our future? This course explores these questions by examining such topics as the physics of the atomic nucleus, the technologies of nuclear power and nuclear weapons, nuclear waste disposal, medical applications, and related economic, social, and political issues. Sponsored by the Sloan Foundation's program on the New Liberal Arts, this course is open to all students. 3 hrs. lect./disc., augmented by films and visiting speakers. Mr. Wolfson

PH 201 Relativity and Quantum Physics — Fall

This course probes in depth a number of areas for which classical physics has provided no adequate explanations. Topics covered include Einsteinian special relativity (kinematics and dynamics, conservation of momentum and mass-energy), statistical distributions in physics, kinetic theory, quantization and photons, x-rays, and the atomic models of Rutherford and Bohr. (PH 110, MA 113 or permission.) 3 hrs. lect., one lab/disc. session.
Mr. Winkler and Mr. Ratcliff

PH 202 Atomic and Nuclear Physics — Spring

An introduction to quantum physics including wave mechanics, the uncertainty principle and wave-particle duality. Application of quantum mechanics is made to simple atomic and molecular systems. Nuclear physics and the theory of solids are also introduced. (PH 201.) 3 hrs. lect., one lab/problem session. Mr. Prigo

PH 212 Applied Mathematics for the Physical Sciences — Spring

This course concentrates on the methods of applied mathematics used for treating the partial differential equations that commonly arise in physics, chemistry and engineering. Topics include differential vector calculus, Fourier series and other orthonormal function sets. Emphasis will be given to physical applications of the mathematics. Both analytic and numerical (computer) techniques will be employed. This course is a prerequisite for all 300 and 400 level physics courses. (MA 113, PH 110.) 3 hrs. lect., 1 hr. disc. Mr. Ratcliff

PH 221 Electronics for Scientists — Fall

An introduction to modern electronic circuits and devices, emphasizing both physical operation and practical use. Transistors and integrated circuits are considered in both analog and digital applications. Examples and laboratory experiments stress measurement and control applications in the physical and biological sciences. Students will gain "hands on" familiarity with the design, use, and troubleshooting of electronic instrumentation. (PH 110 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. Gould

[PH 266 Contemporary Astronomy and Astrophysics]

Offered in 1989–90.

PH 302 Electromagnetic Theory — Fall

The unified description of electric and magnetic forces is one of the greatest triumphs of classical physics. This course will begin with discussion of electro- and magneto-static configurations, and will continue with the fully time-dependent formulation of Maxwell's equations. The wave description of electromagnetic radiation will be used as a basis for understanding fundamental phenomena in optics and communication. (PH 212.) 3 hrs. lect.
Mr. Wolfson

PH 311 Quantum Physics Applications — Fall

This course applies quantum mechanical principles to fundamental problems in atomic, solid

state, nuclear and elementary-particle physics. The central goal of the course is to demonstrate how quantum mechanics provides a unifying conceptual framework for the vast range of phenomena observed in the modern topic areas mentioned above. Special attention will be given to technologies related to these phenomena, including the laser, superconductivity, accelerators and particle detectors. (PH 202, PH 212.) 3 hrs. lect.
Mr. Winkler

[PH 330 Analytical Mechanics]
Offered in 1989–90.

PH 350 Statistical Mechanics Spring

The course opens with an examination of the fundamental concepts of probability, statistics, and distribution functions. These opening remarks are followed by an in-depth discussion of the concepts of energy, energy quantization and the application of these concepts to the modeling of macroscopic systems. The remainder, and heart, of the course is contained in the study of statistical mechanics and its application to a variety of classical and quantum systems. Topics that will be covered include statistical thermodynamics, Maxwellian distributions, imperfect gases, equipartition theorem, quantum statistics, heat capacities of solids, dielectric and paramagnetic systems, radiation, phase transitions and ideal quantum gases. (PH 201 or permission.) 3 hrs. lect. Offered in alternate years.
Mr. Gould

PH 401 Quantum Mechanics Spring

A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory and its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schroedinger equation, one-dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PH 202, PH 212.) Lecture and tutorials, 3 hrs. Mr. Winkler

[PH 402 Advanced Quantum Mechanics]

PH 500 Independent Study and Special Topics Fall, Spring

(Permission.) Staff

PH 705 Senior Research and Thesis
Fall, Winter, Spring

Independent research in the fall, winter and spring terms culminating in a written thesis. Accompanied by comprehensive examinations in October. (Three units total.) Staff

*Foundations Course

POLITICAL SCIENCE

Professors: Murray Dry, Russell Leng (chair), Paul Nelson, Olin Robison, David Rosenberg *Associate Professors:* Eric Davis, Michael Kraus *Assistant Professor:* Gary Meyers

Political Science defines, describes, explains, and evaluates political phenomena. It does so in a number of disciplines or habits, including philosophy, science, history, and prudence. Consequently, the departmental course requirements include one which concentrates on the classic texts in the subject, and another which considers the methods of modern political analysis. Intermediate level courses are offered in the major areas of the subject, and our senior program involves seminar work. In addition, students may wish to pursue independent study; and this may lead to an Honors thesis. The curriculum as a whole is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences, and to prepare those students who intend to pursue further work in either graduate or professional schools.

Required for the Major in Political Science: A major must take ten regular fall or spring term political science courses, including (1) PS 101 or 107; (2) PS 103; (3) fulfillment of the field distribution requirement; and (4) completion of the senior program. The first two of these requirements should normally be completed before the end of sophomore year. Students in the classes of 1989, 1990, and 1991 may substitute PS 104 or PS 208 for PS 103 as a major requirement.

The Field Distribution Requirement: All regular fall and spring term political science courses are classified in one of the following four fields: political theory, American political institutions, comparative politics, and international politics and foreign policy. Students must take two courses in any three of these fields.

Senior Program: The senior program consists of a seminar of the major's choice. Each seminar includes advanced work appropriate to the field in which the seminar is offered. The seminars are the 400 level courses offered by the department. Seminars are open to juniors and seniors, but preference for admission into these small and intensive courses will be given to senior majors. Normally, the senior program requirement must be completed by taking a seminar offered by a member of the Middlebury faculty. Work done in programs abroad, at other North American colleges and universities, and in the Washington Semester program will not count as the equivalent of a Middlebury seminar.

Departmental Honors: Students who elect to seek departmental Honors write a thesis in the senior year. The thesis normally begins either as a senior seminar paper or as an independent study project (PS 500). An Honors thesis proposal must be submitted for approval to the department prior to the term in which the thesis is to be written. If the proposal is approved, the student may register for PS 700 for both the winter term and the spring term. After an oral examination of the completed thesis, Honors are conferred or denied on the basis of (1) the level of the grade achieved on the thesis and (2) the level of the average grade received in other fall and spring courses in the department. The minimum grades required for Honors are a B+ on the thesis and a B average in other departmental courses.

Independent Study: Students with demonstrated preparation and proficiency in the field may elect independent study projects (PS 500). These projects are prepared under the supervision of a member or members of the department. PS 500 projects may not be substituted for the seminar requirement. PS 500 projects are reading and research courses; the department will not award PS 500 credit for political experience such as Congressional internships.

Joint Majors: Students wishing to do a joint major in political science and another department or program of studies must: (1) take eight political science courses, among them (a) either PS 101 or 107, and (b) PS 103; (2) take at least two courses in any two of the four fields of political science; (3) fulfill the department's senior work requirement; and (4) give evidence of having used the training in both major fields, usually in a seminar paper, but sometimes in an independent project or thesis.

International Major: This is a political science major combined with study abroad in both a foreign language and political science. The requirements are: (1) PS 101 or 107; (2) PS 103; (3) a year's study at a Middlebury School Abroad or an approved equivalent; (4) an advanced course in the appropriate foreign language department; (5) ten political science courses, including those taken abroad; (6) completion of the distribution requirement in three fields of political science; and (7) completion of the department's senior program.

Advanced Placement: College credit will be granted for scores of 4 or 5 in the College Board Advanced Placement Examinations in American Politics and/or Comparative Politics. Receipt of advanced placement credit does not entitle the student to exemption from any of the requirements for the major in political science.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 008 Constitutional Controversies and Contemporary Political Issues Fall

Mr. Davis

FS 022 Good and Thought of Good Fall

Mr. Nelson

INTRODUCTORY COURSES

***PS 101 Introduction to Political Science** Fall

A study of classics of political science: Plato, *Republic;* Aristotle, *Politics;* St. Thomas Aquinas, in *Summa Theologica;* Machiavelli, *The Prince;* Hobbes, *Leviathan;* Locke, *Second Treatise on Government;* Rousseau, *Second Discourse;* Marx, *Communist Manifesto* et al; Weber, "Science as a Vocation"; Nietzsche, *The Use and Abuse of History.* (Freshmen and sophomores or permission.)

Mr. Dry

PS 102 The American Political Regime Spring

Our examination of this "first new nation" begins with the Constitutional Convention and the framers' deliberations over the best form of government consistent with the principles of the Declaration of Independence and appropriate to the people of the United States of America. Study of this and later critical moments in the interpretation and construction of the American political regime requires an examination of the writings of *The Federalist,* Jefferson, Marshall, Calhoun, Tocqueville, Lincoln, and Frederick Douglass. Next, selected basic problems in American politics are examined by means of Supreme Court cases and critical essays. Topics have included race, moral basis of international action, and higher education. (Freshmen and sophomores or permission.)

Mr. Dry

PS 103 Patterns of Government: Introduction to Comparative Politics Spring

This course will introduce students to the theory, methods, and substance of modern political analysis. Through comparative study of Western democracies, Communist systems, and developing countries, we will examine questions such as: What are the stakes of politics? How is political competition organized? Who participates? Who benefits? What are the overall results? The course will include an introduction to problems of research design, conceptualization of hypotheses, and the collection, analysis, and interpretation of data using personal computers. Some sections of the course will meet the College Writing requirement. Required of political science majors in the class of 1992 and beyond. (Freshmen and sophomores or permission.) Mr. Meyers and Mr. Rosenberg

PS 104 Introduction to American Political Processes Fall

An overview of the theory and practice of American politics, primarily at the national level. The writing of the Constitution in 1787 and the defense of it in *The Federalist.* The representative institutions of government (political parties, elections, interest groups). The policy-making institutions of government (Congress, Presidency, bureaucracy, judiciary). (Freshmen and sophomores or permission.) Mr. Davis

***PS 107 Politics and the Studies of Politics** Spring

This course will consider classic texts of Western political thought, in which the nature of politics, justice, freedom, authority, and the common good are discussed. The aims of the course are to see what each of the texts says about politics and its ingredients, and to determine the mode or modes of thought in which the author is working. For example, we will pay close attention both to the substance of Aristotle's political science and to the manner in which he conducts his inquiry. Other works include Shakespeare, *Julius Caesar*, Macaulay, *History of England*, Alexis Tocqueville, *Democracy in America*, Adam Smith, *The Wealth of Nations*, Karl Marx and Friedrich Engels, *The German Ideology*, and Max Weber "Science as a Vocation." (Freshmen and sophomores or permission.) Mr. Nelson

POLITICAL THEORY

***PS 101** (See above)

***PS 107** (See above)

PS 317 Classical Political Philosophy Fall

Study of the first great work of political philosophy, Plato's *Republic.* Although this book is itself perhaps the greatest example of the kind, so that a clear definition of what is going on in it could be inferred from the text itself, the course will begin with a general consideration of the character of political philosophy and with a consideration of *our* relation to this book. Study of the *Republic* will be followed by study of critiques of it, Aristotle's in Book I of the *Nicomachean Ethics* and in Book II of the *Politics,* and, time permitting, of other ancient or medieval teachings. Mr. Nelson

[PS 318 Political Philosophy: Modernity]

PS 401 Seminar on Political Philosophy Spring
Mr. Nelson

[PS 409 Seminar on Political Philosophy]

AMERICAN POLITICAL INSTITUTIONS

PS 102 (See above)

PS 104 (See above)

PS 208 The Politics of the U.S. Congress Spring

An intensive analysis of representative government as exemplified by the United States Congress. Topics covered include theories of representation, the historical development of Congress, Congressional elections, norms and expectations for Congressional behavior, the rules of the legislative process, the internal organization of Congress (committees, parties, staff), and relations among Congress, the Presidency, the bureaucracy, and the courts. Some comparisons will be made between congress and both American state legislatures and national legislatures in parliamentary systems. Mr. Davis

PS 305 American Constitutional Law: The Federal System Fall

Drawing mainly on Supreme Court decisions from separate reprints and Gerald Gunther's casebook, and also on interpretive books and essays, this course studies the Marshall Court, the Taney Court, the Civil War cases, the pre- and post-1937 Court, and the Warren and Burger Courts. The earlier cases focus on governmental powers in a federal system; the recent cases focus on the equal protection clause of the Fourteenth Amendment. A Mock Court case is anticipated. (Open to juniors and seniors with PS 102, or permission.) Mr. Dry

[PS 306 American Constitutional Law: Individual Rights]

[PS 312 The Politics of the Federal Bureaucracy]

[PS 314 The Politics of American Urban Areas]

PS 402 Seminar in Constitutional Law Spring
Mr. Dry

PS 425 Seminar on the American Presidency Spring

The first part of the seminar will be devoted to an intensive examination of the 1988 Presidential election. We will attempt to place this election in the context established by research on previous American elections. The second part of the seminar will consist of an examination of problems in organizing and staffing the Presidency, legislative-executive relations, and relations between the Presidency and the executive bureaucracy. (Permission.)
Mr. Davis

COMPARATIVE POLITICS

PS 103 (See above)

[PS 210 The Politics of Modernization in the Third World]

PS 220 Asian Politics Fall

This course provides an introductory survey of contemporary politics in Asia, with primary emphasis on China and Japan. The basic institutions of power will be examined as well as current issues of domestic and foreign policy. Mr. Rosenberg

PS 225 Comparative Politics: Western Europe Spring

A comparative study of the contemporary political systems of France, Great Britain, Italy, the Federal Republic of Germany and other nation states of Western Europe. We will consider first how history has shaped these political systems. We will then examine political institutions and performance in each of these countries. Finally, we will review a number of interpretations of West European political development and theories regarding the future course of "post-industrial politics."
Mr. Meyers

PS 227 Soviet Politics Fall

Continuity and changes in the nature of Soviet politics and society from the Russian Revolution to the present. The course examines the influence of history, ideology and political leadership on contemporary politics. Mr. Kraus

PS 328 Comparative Communism Spring

A study of Communist politics and ideology from the movement's cradle in Soviet Russia to its various manifestations in the contemporary world. The course examines the history of international Communism, selected cases of Communist revolutions, and the transformation of Communist parties into ruling regimes. Mr. Kraus

PS 404 (See below)

PS 406 Seminar in Comparative Politics: Western Europe Fall

Recent economic and social changes have challenged the stability—and possibly the survival—of representative democracies in Western Europe. The seminar takes an in-depth look at the impact of this "post-industrial" environment on the politics and public policies of these nation-states. Topics will include the transformation of their traditional political cultures, changes in their party systems, the advent of new social movements, the crisis of the welfare state, and the perspective of their "successor generations" on the Atlantic Alliance and the European Economic Community. (Permission.)
Mr. Meyers

PS 414 Seminar in Comparative Politics: Soviet Union and Eastern Europe Fall

An examination of several topical and theoretical themes in contemporary Soviet and Eastern European politics. The seminar will study political leadership and succession, the role of the military in politics, human rights, political socialization, and intra-alliance politics (including the Comecon and the Warsaw Pact). (Permission.) Mr. Kraus

PS 430 (See below)

INTERNATIONAL RELATIONS AND FOREIGN POLICY

PS 201 International Politics
Fall, Spring

An introduction to the study of international politics. The material covered includes the formulation of foreign policy, international behavior, the nature of the international system, and possible causes of international conflict. Contemporary international problems are used as illustrations, so students are expected to stay well-informed of current international events. Lecture and discussion section format. Mr. Leng

[PS 302 International Conflict Resolution]

[PS 304 International Political Economy]

PS 311 American Foreign Policy Fall

A critical examination of the elaboration, implementation, and impact of American foreign policy since World War II. The challenges posed by a rapidly changing international environment to democratic control of foreign policy will be evaluated through case studies including: the origins of the Cold War and the policy of containment; alliance politics and the reconstruction of Europe; American interventions in the Third World (Indochina, Central America, and the Caribbean); the opening to the Peoples' Republic of China; and the attempts of the United States to deal with international economic interdependence. Mr. Meyers

PS 404 Seminar on the Global Political Economy Fall

A study of "who gets what, how and why" in the international division of labor and income. The seminar will analyze the institutions (e.g., the IMF, World Bank, multinational corporations, OPEC) and processes (e.g., trade and financial flows) which govern the international economy, with special emphasis on the relations between industrialized and developing countries. (Permission.) Mr. Rosenberg

PS 405 Seminar on the Causes of War Fall

An examination of contemporary research on the causes of war proceeding from several perspectives, including the perceptions and beliefs of national leaders, state attributes, the international environment, and conflict bargaining. The research techniques studied include comparative case studies, quantitative analysis, and game theory. Each student will complete a case study of a particular war, or prepare the research design for a quantitative study. Some background in statistics is recommended. (PS 201 or PS 311, and permission.) Mr. Leng

PS 408 Seminar on United States–Soviet Relations Spring

An overview of U.S.–Soviet relations in both historical and contemporary contexts. The seminar explores the political, ideological, economic and military aspects and examines those factors that have historically influenced the competitive and the cooperative dimensions of this relationship. (Permission.) Mr. Kraus

PS 412 Seminar on Diplomacy Spring

An overview of the development of modern diplomacy, problems faced by contemporary diplomatists, and some of the newer approaches employed by scholars in attempting to understand the dynamics of inter-nation bargaining. Each year a different aspect of diplomacy, e.g., peace settlements, crisis bargaining, is chosen to provide a focus for student research. (Permission.) Mr. Leng

[PS 416 Seminar in International Relations: International Relations Theories]

PS 430 Seminar on United States–Asian Relations Spring

This course examines the major issues and current policy options in contemporary Asian–American relations. Topics to be investigated are 1) Strategic Alliance and Economic Rivalry between Japan and the United States, 2) Diplomatic Normalization and Economic Reconstruction in U.S.–China Relations, 3) The Causes and Consequences of U.S. Interventions in Indochina and the Current U.S.–Vietnam Stalemate, 4) Strategic and Economic Interest vs. Human Rights in Philippine–American Relations. (Permission.) Mr. Rosenberg

INDEPENDENT PROJECTS

PS 500 Advanced Projects

A program of independent work designed to meet the individual needs of advanced students. (Permission.) Staff

PS 700 Honors Thesis

(Permission.)

*Foundations Course

PSYCHOLOGY

Professors: A. Hunt Ewell, David Prouty *Associate Professors:* Marc Riess, Bob Osborne (chair) *Visiting Associate Professor:* William Frey *Scholar-in-Residence:* Eleanor Gibson

For the student who majors in psychology, engagement with experimental data lays the basis for an empirically founded and objective formulation of principles of human behavior. He or she may encounter the data in published research reports, in regular laboratory work, and in connection with individual research along lines that he or she finds important. The relevant observations may involve human participants or sometimes infra-human subjects for the better experimental control that they may permit. Whatever the sources of the observations, the student comes to see them as products of the experiments that generated them, and thus evaluates their importance for hypothesis or generalization.

As a psychology major the student takes a program of elective and required courses in psychology and related disciplines. By the end of sophomore year, through work in psychology, and in cognate fields, the student has acquired familiarity with many of the data, concepts, and research procedures essential to an understanding of human behavior. During the last two years the student makes use of accumulated knowledge and skills in his or her deep involvement with several areas of central importance to psychology.

Required for the major in Psychology:

A. Eleven courses in Psychology including the following:
   1. PY 105, 201 and 302.
   2. Three courses from among PY 203, 204, 225, 226 and 325.
   3. Two courses from among PY 207, 208 and 301.
   4. Two PY 400-level seminars.
   5. One elective.

B. It is understood that exemption from a specific course requirement does not affect the general requirement of the eleven PY course minimum.

Senior Program: All majors in psychology must complete two of the advanced seminar courses in psychology. These are: PY 411, PY 412, PY 416 (or PY 417), PY 426.

Department Honors in Psychology: Students who seek to be graduated with departmental Honors in Psychology should consult with some staff member no later than junior year to begin actively planning their research. PY 302 must be taken before, or during, the term in which the student submits the Honors proposal. One or more PY 500 courses may be taken to support the research. During the spring term of senior year candidates will enroll in PY 703 after meeting the special requirements listed in the course description. A minimum of a B+ average in Psychology Department courses is needed for admission to Honors Candidacy.

Joint Major in Biology and Psychology: For students interested in this joint major, the requirements are: BI 125, 190, 216, 250 and two electives in biology, including one 300- or 400-level course; PY 105, 201, 207, 301, and two PY electives, including one 400-level seminar (PY 302 is mandatory for Honors candidacy); three electives chosen with the adviser's approval in chemistry, mathematics or physics.

Joint Major in Psychology and Sociology: Consult chairmen of the respective departments for details.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 027 The Elusive Mind Fall
Mr. Prouty

PY 105 Introduction to Psychology Fall, Spring

This course will provide a general introduction to the discipline of psychology. The most central and important theories, concepts, findings, and applications in the following areas will be considered: biological bases of behavior, learning and thinking, development, personality and abnormality, and social behavior. (Not open to juniors or seniors.)
Staff

PY 201 Statistical Analysis Spring

Statistical analysis is seen in this course as the process of asking meaningful questions of a set of data and getting quantitative answers to them. The questions obviously include matters of central tendency and dispersion, and measure of correlation, regression, and statistical inference. Throughout the course the interrelations of the questions and the interrelations of their quantitative answers are stressed. The course includes weekly computer laboratory work in addition to regular class meetings. (The Winter Term course, Data Handling with MINITAB, is highly recommended before taking PY 201. Credit is not given for PY 201 if the student has taken EC 210 previously or concurrently.)
Mr. Ewell

PY 203 Social Psychology Fall

This course will provide a comprehensive overview of the discipline of social psychology from a psychological perspective (that is, a focus on the individual). Theory, research, and application concerning the following topics will be considered: self-knowledge, impression management, person perception, attitudes, social influence, aggression, altruism, attraction, sex, and group dynamics. (PY 105.)
Mr. Riess

PY 204 Personality Psychology Spring

This course provides an in-depth overview of the field of personality psychology. Several classical theories of personality including: (1) Freud's Psychoanalytic Theory, (2) Jung's Analytical Theory, (3) Sullivan's Interpersonal Theory, and 4) Rogers' Humanistic Theory will be discussed. Then the conceptual analysis and measurement of individual difference variables such as intelligence, self-concept, anxiety, need for achievement, fear of success, androgyny, and authoritarianism will be considered. (PY 105.)
Mr. Riess

PY 207 Conditioning and Learning Spring

This course introduces the research and theories relating to how animals learn about the causal structure of their environment. A contemporary review of principles generated by the experimental analysis of behavior is considered within the context of a psychobiological approach to learning and behavior. 3 hrs. lect., lab.
Mr. Osborne

PY 208 Memory and Thinking Spring

This course deals with some of the problems of human memory and thinking; how information is coded, how it is stored, how stored information is retrieved, and how stored information may be used in dealing with new situations. The course touches on contemporary models of memory processes, concept learning, thinking, and some aspects of language. (PY 105.) Mr. Prouty

PY 225 Child Psychology Fall

The purpose is to describe the major stages of child development in our society and to examine the principles and implications derived from this description. The course will consider such topics as: the nature of the developmental process, perceptual-motor development, the growth of cognitive skills, language development, the emergence of personality, and the child in school. (This course will receive Teacher Education credit.) (PY 105.) Mr. Prouty

PY 226 Adult Development and Aging Spring

The course concerns itself with the process of physical and psychological development in the human adult within the context of contemporary society. The topics considered include: theories of development and aging, adult cognitive functioning, personality stability and change, sexuality, relationships, and work and leisure. Also considered are the social aspects of aging and death and dying. Mr. Prouty

PY 300 Addiction Spring

This course will review the current research regarding the etiology of addicting behaviors. Addictions to eating, sex, substances, and gambling will be the primary focus. Treatment of the addicted person(s) in clinical settings will be evaluated. (Two psychology courses beyond PY 105.) Mr. Frey

PY 301 Physiological Psychology Fall

This course concerns the biological basis of human behavior. The course will consider the neurochemical, neuroanatomical and neurophysiological basis of processes such as language, sensation, emotion, aggression, sleep and learning and memory. In the laboratory the student will conduct experiments using standard (surgical, anatomical, biochemical, behavioral) techniques to investigate central nervous system function. (PY 105, biology background or permission.) 3 hrs. lect., lab. Mr. Osborne

PY 302 Research Methods in Psychology Fall

This course focuses on matters of design, analysis, and interpretation of psychological research. During the course students design research, gather data in laboratory sessions, and write up their findings in the form used by psychologists in their publications. The course also involves reading the published literature of psychology to evaluate research design and analysis in that literature. Lab. (PY 201.) Mr. Ewell

PY 304 Child Psychopathology Fall

This course will review "normal" human bio-psycho-social development to provide the context for discussion of behavior problems observed in children and adolescents. The major categories of child psychopathology will be covered with special attention being given to assessment techniques, etiological hypotheses, and treatment paradigms. Clinical cases will be presented to demonstrate the functional utility of the material covered. (Two psychology courses.) Mr. Frey

[PY 306 The Exceptional Child]

PY 325 Abnormal Psychology Fall

This course focuses on the detection, classification, etiology and treatment of mental illness. (PY 105.) 3 hrs. lect. Staff

PY 350 Directed Research in Psychology Fall, Spring

Directed research provides the opportunity for advanced students to become familiar with and participate in ongoing research projects under the direction of a faculty member. The student will first read the background literature on the content area to be investigated and the experimental methodologies to be used. Then the procedures involved in conducting psychological research will be learned through first-hand experience in defining conceptual variables and in gathering, analyzing, and interpreting data. Finally, the student will learn how to write technical articles in psychology by preparing a paper, in American Psychological Association Format, describing the project on which he or she worked. (Permission, 3 courses in psychology beyond the introductory level, and junior or senior status.) Staff

[PY 411 Contemporary Issues]

PY 412 Issues in Clinical Psychology Spring

Initially described as a "talking cure," psychotherapy has been practiced and defined by numerous theories and clinicians. This seminar will cover key elements of the psychotherapy encounter within the context of the cornerstone theories and techniques. Application of these major counseling techniques to a wide range of clinical problems should aid in the understanding of the development, efficacy and issues surrounding treatment of psychopathology. (Three psychology courses beyond the introductory level, or permission.) Mr. Frey

PY 416 Limbic System Spring

The limbic system consists of a number of phylogenetically old, highly inter-connected, forebrain structures thought to be involved in complex behavioral systems (motivational, emotional, learning, and memory). This seminar course will utilize recent journal literature on limbic system functions both to understand this complex system and to develop skills necessary for evaluating theories, carrying out critical reviews and/or developing specific research proposals. (PY 301 or permission.) Mr. Osborne

[PY 417 Physiological Basis of Learning and Memory]

PY 426 Freud and Psychoanalytic Theory Fall

This seminar begins with an intensive reading of the writings of Sigmund Freud, from the very early works up through his very late paper: *Analysis: Terminable and Interminable*. The writings of later psychoanalysts are viewed in light of what they add to, or modify in, psychoanalytic theory and practice. (PY 325 and two additional psychology courses beyond PY 105.) Mr. Ewell

PY 500 Advanced Research Fall, Spring

A program of research arranged to meet the needs of advanced students majoring in psychology. (Permission.) Staff

PY 703 Honors Candidacy Spring

Students hoping to be considered as candidates for departmental Honors in Psychology must, under the sponsorship of a member of the department faculty, submit a formal, written research proposal to the department by November 10 of the senior year. If the proposal is approved by the department, the student will be considered a candidate for departmental Honors and will enroll in this program, as one course-equivalent, during the spring term of senior year. Decision about the award of departmental honors will be taken after the student submits a thesis. An oral defense of the thesis may be scheduled and is required if the thesis is to be considered for High or Highest Honors. (Permission.) Staff

RELIGION

Professors: Robert Ferm (chair) (on leave winter and spring), Steven Rockefeller, Charles Scott *Visiting Professor:* Bernhard Anderson (spring) *Associate Professor:* Donald Lopez (on leave all year) *Assistant Professor:* O. Larry Yarbrough (on leave all year) *Instructor:* Robert Schine *Visiting Instructor:* Katherine Sonderegger

Courses in religion are designed to acquaint students with the many aspects of religious life in a variety of cultural settings, and with the chief methods in investigating and interpreting religious phenomena.

Major Program: A major in religion must satisfactorily complete eleven courses. The requirements are:

I. The following introductory courses must be completed by the end of the junior year: RE 105, RE 110, RE 115, and RE 220 (Students who take both RE 280 and RE 281 are exempted from RE 105.)
II. Five courses, including at least three seminars, in a field of interest represented within the Department, to be determined in consultation with the student's adviser by the end of the fall term of the junior year and completed by the fall term of the senior year.
III. An Independent Study project (RE 500) during the fall term of the senior year.
IV. The Senior Seminar (RE 340 or designated course) in the spring term of the senior year.

A cognate course may be included in the major but only with *specific* and *prior* permission.

Philosophy-Religion Joint Major: Students whose interest is the philosophy of religion or the religious aspect of philosophy may elect a joint major in philosophy and religion. For a detailed description of the major, consult either department chairman.

Departmental Honors: Students who have maintained a B average in departmental courses may elect at the end of their junior year to become candidates for departmental Honors. During the fall semester of senior year an Honors candidate shall enroll in a RE 500 course and do preliminary research on a chosen topic under the direction of a faculty member. Following the satisfactory completion of this course and with the recommendation of the faculty member the student shall prepare a thesis during the winter and spring terms (the thesis will count as two course credits). "Honors" shall be awarded to candidates who receive a B+ as their thesis grade; "High Honors" to those who receive an A−; "Highest Honors" to those who receive an A; in each case candidates must maintain a B average in their departmental course.

INTRODUCTORY COURSES

100 and 200 level courses are open to all students without prerequisite or permission.

***RE 105 An Introduction to the English Bible** Fall

This course is a general introduction to Biblical history, literature, and interpretation. It aims to acquaint students with the major stories from the Old and New Testaments, with the historical contexts, and with the critical methods by which these materials may be better understood. One emphasis will be the relation of the Bible to art, literature, and morals. Mr. Scott

***RE 110 Foundations of Western Religious Life and Thought** Spring

An exploration and comparative study of the religious life and thought of the classical Greeks, hellenistic civilization, the ancient Hebrews and the early Christians. Readings are in the works of Aeschylus, Plato, the Stoics, Epicureans, the Hebrew Scriptures, the New Testament, and St. Augustine. Mr. Rockefeller

***RE 115 Introduction to Eastern Religious Thought** Fall

An introduction to the central figures and key concepts of the major religious traditions of Asia: Hinduism, Buddhism, Confucianism, and Taoism. The values which shaped the classical civilizations of India, Tibet, China, and Japan will be studied through the principal texts of each tradition. Mr. Lopez

COURSES ON RELIGIOUS TRADITIONS

***RE 201 The Jewish Tradition** Fall

An introduction to the history and religion of the Jews from biblical times to the Renaissance. Topics will include: the world of biblical religion; Judaism in the Hellenistic Age; the Talmudic period; liturgy; the emergence of Jewish philosophy in the orbit of Islam; the development of Jewish law and mystical thought; Jewish-Christian relations in the Middle Ages. Mr. Schine

RE 202 The Making of Modern Judaism Spring

The dissolution of the Jewish ghettos of medieval Europe and the gradual integration of the Jews into modern society compelled them to rethink and remake their beliefs and ways of life. We will study these transformations in the early modern period and seek to understand present-day Judaism in their light. Topics will include: Spinoza's challenge to revealed religion; Jewish thinkers and the Copernican world-view; the German Enlightenment; Mendelssohn and Lessing; the *Haskalah*; Hasidism and its opponents; the Reform movement in Europe and America; "political" and "cultural" Zionism; modern branches of Judaism. Mr. Schine

RE 204 The Christian Tradition Fall

An introduction to the ecclesiastical and theological development of Christianity. The course will begin with the formation of doctrine in the first five centuries. Attention will then be given to the development of Roman Catholicism, Eastern Orthodoxy and the rise of Protestantism. The latter part of the course will deal with the changes that have occurred in the postenlightenment period and end with some contemporary issues. Mr. Ferm

RE 209 The Hindu Tradition Spring

The development of the Hindu tradition from the Indus Valley civilization (c.2500 B.C.) to the struggle for independence from Britain led by Gandhi in the early decades of the 20th century. The course will concentrate on the texts and thinkers which define the multifarious religious phenomenon called Hinduism, paying special attention to the Upanishads, the Bhagavadgita, classical Hindu philosophy, and protestant movements within the tradition. Mr. Lopez

RE 210 The Buddhist Tradition: India and Tibet Fall

An introduction to the history of Buddhist thought and practice in India and Tibet. The course is designed for both the student with no background in Indian religion as well as for the student interested in exploring the Buddhist tradition at a more advanced and specialized level. The course will deal with such basic topics as the life of the Buddha and the Four Noble Truths as well as the advanced topics of Madhyamika philosophy, Buddhist tantra, the nature of ignorance and wisdom, and the structure of the Hinayana and Mahayana paths. Mr. Lopez

RE 211 [The Buddhist Tradition: China and Japan]

[RE 212 Chinese Religions]

[RE 217 Greco-Roman Religions]

[*RE 220 The Shaping of American Religious Life]

COURSES ON TEXTS AND TOPICS

RE 280 Studies in Hebrew Bible/ Old Testament Spring

The story of a people as set forth in the three parts of the Hebrew Bible: Torah, Prophets, and Writings. This introductory course will include such topics as the Exodus and the giving of the law at Sinai, the narratives of Genesis, prophecy in the Mosaic and Davidic traditions, the Deuteronomistic

History, the Exile and the problem of suffering, wisdom literature, apocalyptic visions, and the prayers and praises of the Psalms. The final sessions of the course will be devoted to a consideration of the status of the Hebrew Bible in Jewish and Christian tradition. Mr. Anderson

[RE 281 Studies in the New Testament]

RE 290 Feminism and Religion: Gender Analysis in the History, Theology and Sacred Writings of the West Spring

Like Marxism, Feminism denotes both a movement for broad social change and a method for the analysis and critique of culture. These two aspects, radical social action and gender analysis, provide the frame for our study of Feminism in Western religion. Activists like Ruether, Daly, Plaskow and Goldenberg critique Jewish and Christian theology, pressing and, for some, breaking through its boundaries to a post-biblical or feminist spirituality. Historians like Bynum and McLaughlin re-examine the past for women's voice and role; Trible and Fiorenza discern and reconstruct it within biblical sources. Ms. Sonderegger

RE 292 Psychology of Religion Fall

Western religions are often defined as sets of beliefs, propositions considered true by their adherents. But what of the holder of those beliefs, the inner experience of the faithful person? The psychology of religion asks and explores those questions. This field of study draws upon the European heritage of philosophy and depth analysis of human personality. We will study both American and European contributions, from theologians and psychologists, some hostile and some friendly to religious belief. Authors include: William James, Gordon Allport, Rudolf Otto; Freud, Jung, Erikson and Kierkegaard. Ms. Sonderegger

RE 295 Voices of Dissent, Resistance, and Liberation Fall

A study of contemporary movements within Protestantism and Roman Catholicism which appear as challenges to or dissent from these traditional forms of Christianity. Black theology, Latin American Liberation theology and Feminist theology will be emphasized. James Cone, Allan Boesak, Juan Secundo, Leonardo Boff, Letty Russell, Mary Daly and Rosemary Reuther are among the theologians whose works will be consulted. Mr. Scott

SEMINARS IN RELIGION

RE 301 Modern Views of God and Religious Life: the Nineteenth Century Fall

The 19th century presented modern thought with a precious and complex legacy of religious ideas. In this course, we will examine some of the major achievements of this European high culture. These thinkers deserve study for their original and often courageous efforts to bring religion face to face with historical and scientific research. Our modern period owes much to these intellects, who represent for us still the conflict, the creativity and the compromise of religion in its encounter with a secular world. Authors include: Kant, Hegel, Feuerbach, Kierkegaard, Schleiermacher, Newman. Ms. Sonderegger

RE 302 Modern Views of God and Religious Life: The Twentieth Century Spring

The outbreak of war in Europe marked the end of religious confidence in the "high moral character of the individual soul." The great themes of the 19th century—the role of faith and history, the recovery of scholasticism in theology, the moral mission of ethical monotheism—all are renewed in our period, but with a somber and realistic cast. While clearly a period of creative ferment, ours is a time of major theological re-statements within Judaism and Christianity. We will examine these reappraisals in such figures as Barth, Tillich; Maritain, Rahner; Rosenzweig, Buber. Ms. Sonderegger

[RE 304 Seminar in Jewish Thought]

RE 305 The Idea of God Spring

An exploration of the nature and significance of selected ideas of God with an emphasis on contemporary western thinkers. The views of philosophers, theologians and mystics will be considered. The course will inquire into modern psychological, philosophical and feminist criticisms of traditional theology and note their impact on new interpretations of the reality and the nature of God. The contribution of non-Western traditions to contemporary western views will be discussed. Special attention will be given to the implications of various ideas of God for attitudes toward the self, other persons, society and the natural environment. Mr. Rockefeller

[RE 306 From Puritanism to the Gospel of Wealth]

[RE 307 Three Americans: James, Dewey and Niebuhr]

RE 308 Seminar in American Religious History Fall

The focus of the seminar for 1988–89 will be the contemporary religious scene including the sources for the apparent revival of the Religious-Political Right, recent interpretations by the Supreme Court of the First Amendment and prominent issues in social ethics, specifically the controversy over abortion. Mr. Ferm

RE 309 Seminar in Biblical Studies Spring

Topic for 1988–89: Biblical Doctrine of Creation. A consideration of major texts in the Hebrew Bible/Old Testament dealing with creation: the Genesis creation story, psalms of creation (e.g., Pss. 8, 19, 104), prophetic proclamation (especially Isa. 40–55), wisdom teaching (e.g., Proverbs 8), and apocalyptic visions of "new creation," and their implications for the dialogue between science and religion, ecological concerns, relation between the sexes, and other issues. Mr. Anderson

[RE 310 Seminar in Christian Theology]

RE 311 Seminar in Buddhist Philosophy Spring

The topic of the seminar this year is "Buddhism and the Feminine." The course will focus on four areas: an investigation of references to women in the Buddhist literatures of India, Tibet, China, and Japan; a study of literature by Buddhist women; an appraisal of Buddhist attitudes toward the body; and an analysis of selected Buddhist texts and cultural institutions from the perspective of modern feminist criticism. Mr. Lopez

[RE 312 Buddhist and Christian Enlightenment]

[RE 314 Seminar in Christian Origins]

RE 320 Seminar on the Holocaust Spring

The objectives of this course are: to study the roots of Anti-Semitism in modern Germany and the history of the persecution and mass murder of the Jews in German-occupied Europe during the Second World War; to explore how human beings strive to retain their humanity in the extreme circumstances of the ghettos and death camps; to consider Jewish behavior during the Holocaust against the background of traditional responses to catastrophe; to explore the problems faced by survivors; and to grapple with some of the moral and religious questions raised by the Holocaust.
Mr. Schine

[RE 340 Seminar in the History of Religion]

RE 500 Independent Research Staff

RE 700 Senior Research for Honors Candidates Staff

With permission, the following cognate courses may be credited toward the requirements for the religion major.

CL 105 Introduction to Hebrew

CL 206 Intermediate Hebrew

HI 344 The Reformation

PA 213 Philosophy of Religion

PA 253 Confucianism and the Confucian Tradition in East Asia

SA 308 Sociology of Religion

SA 380 Anthropology of Religion

*Foundations Course

RUSSIAN

Professors: Robert Baker (on leave all year), Thomas Beyer (chair), Sergei Davydov *Assistant Professors:* Ann Marie Basom, Kevin Moss (at Middlebury in Moscow) *Visiting Assistant Professor:* Karen Black *Lecturers:* Alexandra Baker (on leave all year), Judith Olinick

The following courses taught in English by the Department of Russian are open to majors in other departments: *RU 151, Russian Literature's Golden Age; *RU 152, Revolutionary Literature in a Revolutionary Society: Russian Modernism; RU 351, Dostoevsky; RU 352, Tolstoy; RU 353, Russian Theater; RU 354, Chekhov; RU 356, Russian Literature of the 60's and 70's.

Formal admission to the major program is attained through satisfactory grades in RU 151, RU 152, RU 201 and RU 202 or through satisfactory scores on a qualifying examination. The qualifying examination will cover all language skills and a general knowledge of Russian literature and culture from its beginnings to the present.

Students of Beginning Russian will take a continuation course during winter term.

Prospective majors are strongly urged to take an intensive Russian course during the winter term following RU 201.

Normally a *major program* will consist of the following courses in addition to the qualifying courses listed above: RU 301, RU 302, RU 323, RU 324 and three other courses including RU 704, Senior Seminar. Students may meet some of the above requirements by attending Middlebury's Russian School or

Middlebury's School in the Soviet Union (located at the Pushkin Institute in Moscow). Each student's program will be planned individually in consultation with the department chair.

The *Senior Program* will consist of a seminar taken during the senior year. Students with an over-all B average and a B+ average in Russian courses will be encouraged to prepare an Honors thesis under the supervision of a faculty member. The final typed copy of the thesis will be due no later than April 20 of the year of graduation. The level of Honors will be determined by the grade on the thesis according to the following scale: A (Highest Honors); A− (High Honors); B+ (Honors).

All seniors will be expected to take proficiency tests in speaking, listening comprehension and reading comprehension toward the end of their final year of study.

Students majoring in Russian should plan on having a second strong field of concentration. Students planning to teach should have a second language, preferably through at least the third year of study. Students planning careers in government, finance, commerce, etc., are strongly advised to have strong concentrations in one of the following fields: economics, geography, history, or political science. The Russian and Soviet Area Studies program or a joint or double major with one of these areas of study makes a particularly strong program.

Middlebury offers two semester-length programs at the Pushkin Russian Language Institute in Moscow each year. These programs, one taught in the fall and one in the spring, are open to undergraduates who are United States citizens and who have had at least the third-year Russian course at Middlebury. Students who begin Russian language study as freshmen will thus have to spend a summer in the Russian School in order to participate in the Moscow program as juniors. Interested students should consult with the chair as early as possible concerning the program, since the number of places is limited.

The courses taught in the Middlebury program in the Soviet Union are: Advanced Practical Phonetics; Development of Oral Proficiency; Topics in Advanced Syntax; Contemporary Russian Language; Introduction to Area Studies; Russian and Soviet Literature; and Methods of Teaching Russian, offering a total of 5½ units of credit.

Students interested in the teacher certification program should consult with the chairman of the department and with the Director of Teacher Education at an early date to avoid conflicts in scheduling the required courses.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 002 Memory, Imagination and Meaning Fall
Mr. Beyer

FS 009 The View from the Kremlin Fall
Mr. Davydov

RU 101 Beginning Russian Fall

Four-skills approach to provide a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing and a conscious understanding of the fundamentals of grammar provide a firm foundation for work in advanced courses or for reading in specialized fields. Seven class meetings per week (two lecture sections, five drill sections) and intensive use of the language laboratory. Mr. Beyer and Staff

RU 102 Beginning Russian Spring

Continuation of the approach used in RU 101, but with increased emphasis on reading. (RU 101 or equivalent.) Seven class meetings per week (two lectures, five drill sections) and intensive use of the language laboratory. Mr. Beyer and Staff

[RU 104 Russian for Reading]

***RU 151 Russian Literature's Golden Age: 1830–1880 (In English)** Fall

The purpose of this course is to acquaint students with the history and development of Russian Literature from Pushkin to Tolstoy and with the critical reaction to that literature. The basic methods of the course will be class discussion supplemented by a few brief lectures on the literary and cultural background of Russia. It is hoped that the course will provide the students with an ability to enter the magical world of manipulation utilized by the Russian authors to circumvent the powers of Russian censorship. A variety of topics will be discussed, including economics, sociological, philosophical and historical considerations, but always as they relate to the unique literariness of the texts. The end results should enable the student to achieve sophistication in literary techniques, as well as an awareness of the Russian experience. No knowledge of Russian is required. Ms. Basom

***RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism: 1880–Present (In English)** Spring

The purpose of this course is to introduce students to the exciting new experiments of Russian authors who found themselves competing against and reacting to the masters of Russia's Golden Age. Classroom discussion supplemented by brief lectures will focus on outstanding works (largely unknown and untranslated until this decade) which are representative of the various styles and techniques developed to give new life to the Russian literary experience. Examples will be chosen from Decadence, Symbolism, Civil War, Constructionism, Utopian, Five Year Plan, War Communism, Socialist Realism, Thaw and Protest literatures. The emphasis will be on excellent literature rather than on the traditional approach to the Soviet classics. No knowledge of Russian is required. Ms. Basom

RU 201 Intermediate Russian Fall

Systematic review of grammar and development of the spoken and written skills attained in Beginner's Russian. Five class meetings per week and use of the language laboratory. (RU 102 or equivalent.) Ms. Black

RU 202 Intermediate Russian Spring

Continuation of approach used in RU 201. Reading of contemporary Russian texts, conversation and written assignments in Russian based on reading assignments. (RU 201 or equivalent.) Five class meetings per week and use of the language laboratory. Ms. Black

RU 301 Russian Conversation and Composition Fall

Systematic review of the fundamentals of Russian grammar combined with the development of oral fluency and freedom of self-expression in speech and writing. (RU 202 or equivalent.) Ms. Black

RU 302 Russian Conversation and Composition Spring

Continuation of development of oral and written fluency and correctness. Ms. Black

RU 323 Russian Culture and Civilization Fall

Lectures and readings in Russian covering the time period between the foundation of Kievan Rus and the mid-19th century. Additional readings in English will be supplemented by class discussions, oral and written reports in Russian. (RU 202 or equivalent.) Mr. Davydov

RU 324 Russian–Soviet Culture and Civilization Spring

Lectures and readings in Russian from the second half of the 19th century until the present. Additional readings in English will be supplemented by class discussions, oral and written reports in Russian. (RU 202 or equivalent.) Mr. Davydov

RU 351 Dostoevsky (In English) Spring Staff

RU 352 Tolstoy (In English) Fall

A study of the major works of the literary giant of Russia and the world. The major emphasis will be on discussions of Tolstoy's novels with background lectures on material not available to non-Russian scholars. No knowledge of Russian is required. Ms. Basom

RU 353 Russian Theater (In English) Spring

An overview of Russian theater, from its beginnings in the folk and puppet theater of the Ukraine to modern Soviet drama. Offerings will include the plays of classic 19th century writers such as Gogol, Pushkin, Ostrovsky and Tolstoy; Chekhov and some of his lesser-known contemporaries; experimental works of the Revolutionary era; contemporary Soviet works. No knowledge of Russian is required. Staff

[RU 354 Chekhov (In English)]

[RU 356 Russian Literature of the 60's and 70's]

RU 401 Advanced Language Study Fall Staff

RU 402 Advanced Language Study Spring Staff

RU 500 Advanced Studies in Language and Literature Fall, Spring

Supervised individual study for highly qualified students. Staff

RU 700 Senior Independent Study Project Fall, Spring Staff

RU 704 Senior Seminar Fall, Spring

Topic to be announced. (Senior majors.) Mr. Davydov

See also Division of Foreign Languages.

*Foundations Course

RUSSIAN AND SOVIET AREA STUDIES PROGRAM

Participating Faculty: David Macey, Director (History), Alexandra Baker (Russian), Robert Baker (Russian), Ann Marie Basom (Russian), Thomas Beyer (Russian), Karen Black (Russian), Sergei Davydov (Russian), Michael Kraus (Political Science), Ronald Liebowitz (Geography), Kevin Moss (Russian), Judith Olinick (Russian), Olin Robison (Political Science), Catherine Sokil (Economics)

A major in the Russian and Soviet Area Studies program seeks to combine proficiency in the Russian language with a solid interdisciplinary background in each of the social science disciplines that specialize in this important region, history, political science, and geography. Students who major in this field will be expected to do senior work in one of these fields utilizing their language skills.

Language Requirements: The Russian and Soviet area studies major will be expected to acquire basic language proficiency in Russian. Course work in Russian may be taken at Middlebury during both the regular academic year and in Middlebury's summer intensive program.

Formal admission to the program is dependent on satisfactory grades in either RU 201 and RU 202 or a special qualifying examination. Beginning students of Russian will be expected to take a continuation course during the winter term of their first year. Prospective majors are also encouraged to take an intensive Russian course during the winter term following RU 201. It is expected that majors in this program will also attend Middlebury's School in the Soviet Union (located at the Pushkin Institute in Moscow).

Departmental Honors: Students who have a B average or better in their courses in the program may elect to seek Honors by writing a senior thesis (RS 700). The thesis will normally begin as a senior seminar paper written in the fall semester of the senior year. Students who spend the fall of their senior year in Moscow can fulfill this requirement by taking a seminar offered in the program or an independent project (RS 500) in the spring of their junior year. Students may also choose to write a two semester senior thesis (RS 700). Normally, thesis proposals should be submitted for approval to the program during the winter term of the senior year. If approved, the student will register for RS 700 during the spring term. Honors are conferred or denied on the basis of the thesis grade, following an oral examination.

Course Requirements: The program offers two paths to the major. However, most students will be expected and encouraged to choose option A. Under this option, students will take 3 years of Russian language, will study for one semester in the Soviet Union, and will complete at least 6 courses in the social sciences (7 if they are candidates for Honors). Only those who are unable to study in Moscow will take option B.

OPTION A:

Language: RU 101, RU 102, RU 201, RU 202, RU 301, RU 302; 1 semester at the Pushkin Institute; and at least 6 additional courses including:

(a) GG 222, HI 247, PS 227 (under normal circumstances, these courses should be taken before going to the Soviet Union);

(b) plus 3 additional courses including a seminar (4 if a candidate for Honors) chosen from GG 422, HI 248, HI 404, PS 328, PS 408, PS 414, RU 704, RS 500 or RS 700.

OPTION B:

Language: RU 101, RU 102, RU 201, RU 202, RU 301, RU 302 and at least 8 additional courses including:

(a) GG 222, HI 247, PS 227

(b) plus 3 courses including a seminar (4 if a candidate for Honors) chosen from GG 422, HI 248, HI 404, PS 328, PS 408, PS 414, RU 704, RS 500 or RS 700

(c) RU 151 or RU 323 (in Russian), RU 324 (in Russian).

Courses in section (b) of both options A and B may vary from year to year depending on staffing. They may also be supplemented by winter term courses offered both by faculty participating in the program and other faculty members, where appropriate. On occasion, a winter term course may also be offered in the Soviet Union.

This program fulfills the concentration requirement. Students are encouraged, however, to take as broad a range of courses as possible when fulfilling their degree requirements.

Course listing:

EC 330	**Comparative Economic Systems**
GG 222	**Contemporary Geography of the Soviet Union**
GG 422	**Topics in Soviet Geography**

HI 247	**Russian History to the Great Reforms**
HI 248	**Russian History from the Great Reforms to the Present**
HI 404	**The Soviet Union**
PS 227	**Soviet Politics**
PS 328	**Comparative Communism**
PS 408	**Seminar on United States-Soviet Relations**
PS 414	**Soviet and East European Politics**
RU 101	**Beginning Russian**
RU 102	**Beginning Russian**
RU 201	**Intermediate Russian**
RU 202	**Intermediate Russian**
RU 301	**Russian Conversation and Composition**
RU 302	**Russian Conversation and Composition**
RU 151	**Russian Literature's Golden Age (1830–1880) (in English)**
RU 323	**Russian Culture and Civilization**
RU 324	**Russian–Soviet Culture**
RU 704	**Senior Seminar**

For a complete description of these courses see the course descriptions listed under the appropriate departments.

RS 500	**Independent Project**
RS 700	**Senior Thesis**

SOCIOLOGY/ ANTHROPOLOGY

Professors: David Andrews (on leave all year), Rudolf Haerle (chair) *Associate Professor:* Margaret Nelson *Assistant Professors:* Ellen Basu, Frank Fairfax, David Napier, E. Burke Rochford (on leave all year) *Visiting Instructor:* Jean Burfoot

The Department of Sociology/Anthropology has the unique feature of combining two disciplines within a single departmental major. We encourage students to take full advantage of this opportunity to develop a perspective for the systematic analysis and understanding of human behavior. Based on the empirical findings of the closely related disciplines of sociology and anthropology, this perspective is inherently comparative, such that the department is concerned with the impact of culture and society in various settings. Although both of these disciplines share common concern about human behavior, each in addition has its own history, concepts, and theoretical commitments. Anthropology essentially focuses on the role of culture in human experience and sociology is concerned primarily with the role of social interaction and the social structure in human experience.

Required for all sociology/anthropology majors: A minimum of ten fall and spring term courses will constitute the major. The core of the departmental major consists of five required fall and spring courses (SA 103, SA 105, SA 205, SA 301 *or* SA 302, and SA 700 *or* SA 710) which emphasize basic concepts, theory, and research methods. Beyond these specific courses, each student may choose 5 to 9 electives from the variety of substantive courses offered by the department, no more than two of which may be 100 level courses.

Ideally, students should take the Research Process course (SA 301 or SA 302) in their junior year in order to prepare themselves for their senior research and writing project. If a major anticipates being away during all or part of the junior year, the Research Process course should be taken during the sophomore year.

Joint major: There is an established sociology/psychology joint major. From the Sociology-Anthropology Department, the student must take SA 105, SA 205, SA 352, *either* SA 301 *or* SA 302, one related course (from among SA 103, SA 191, SA 316, SA 355, SA 388), one 400-level seminar, and one other elective in Sociology-Anthropology.

From the Psychology Department, the student must take PY 105, PY 201, PY 203, one related course (from among PY 204, PY 225, PY 226, PY 325), another related course (from among PY 207, PY 208, PY 301), a 400-level seminar, and one other elective in Psychology. Consult respective department chairs for details regarding senior work.

International Major: SA 103, SA 105, SA 205, SA 301 or 302; courses in sociology/anthropology at a Middlebury School Abroad or an approved equivalent; SA 700 or SA 710 plus an advanced course in the Language Department. Minimum of ten courses.

Senior Program: The senior program consists of *either* a one-semester senior essay (SA 700) *or* a two-semester senior thesis (SA 710). Normally the latter is carried out during the fall and winter terms. The senior essay should be written in the fall term. Variations from these patterns are possible only by permission of the department.

A special senior seminar (for both SA 700 and SA 710 students) will be conducted in the fall semester. Its purpose will be to consider recurring research and writing problems.

Departmental Honors: Only students who elect to write a senior thesis (SA 710) become eligible for departmental Honors. To achieve Honors, one must do superior work on both the senior thesis *and* course work in the department. Specifically, the level of Honors will depend upon (a) achieving a minimum of a B average in all sociology/anthropology courses and (b) the final thesis grade: B+ = Honors; A− = High Honors; and A or A+ = Highest Honors.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 001 Versions of the Foreign Fall
Ms. Basu, Mr. Clifford, Mr. Knox

INTRODUCTORY COURSES

SA 103 Selected Topics in Socio-Cultural Anthropology

Spring

This course introduces students to the varieties of human experience in social life and to the differing approaches and levels of analysis used by anthropologists to explain it. Topics include gender roles and kinship, linguistic and belief systems, power and authority, and the organization of production. Ethnographic examples are drawn chiefly from non-Western societies, from simple bands to great agrarian states. The ultimate aim is to enable students to think critically about the bases of their own culture and about practices and beliefs previously unanalyzed and unexamined.
Ms. Basu

*SA 105 Social Man and Social Order: Issues in Freedom and Constraint

Fall

How is social order possible? What is the nature of society? What is the relationship between the individual and society? Is the individual free to behave as he or she wishes? In attempting to answer these questions, we shall explore the sociological perspective, with its debunking motif, as a unique form of consciousness. To explicate this perspective, emphasis will be given to the original writings of Karl Marx, Max Weber and Emile Durkheim. Their ideas will be applied to selected contemporary social problems. (This course serves as an introduction to sociology.)
Mr. Haerle

SA 170 Anthropology through the Arts

Fall

Designed with non-majors and humanities concentrators in mind (though not restricted to them), the course considers how anthropological issues are manifested in the arts. Several forms of the liberal and fine arts will be considered, and special emphasis will be placed upon novels that highlight anthropological concerns and on films that analyze or describe major topics in socio-cultural anthropology. We will investigate both how cultures represent themselves and how, in turn, they are represented by others.
Mr. Napier

[SA 190 The Evolution of Humans and Prehistoric Cultures]

*SA 191 Introduction to Women in Social Thought

Fall

An understanding of the manner in which the distinction between the sexes serves as a basic organizing principle within human societies is essential to all social scientific investigations. This course will offer students an introduction to how social thinkers have dealt with this issue. First, a brief history of women in America will be covered. Second, we will examine explanations for and assumptions about sexual differences in the writings of major Western thinkers. Third, the contributions of contemporary social scientists to our understanding of women's secondary status will be studied. Fourth, we will evaluate several varieties of feminist thought.
Ms. Nelson

THEORY AND METHOD

SA 205 Topics in Social Thought—Stability and Change

Fall

Sociologists and anthropologists show similarities as well as differences in their approaches, though their goals are basically the same: ultimately, the description and analysis of human society. We shall compare approaches to common problems in the two disciplines and we shall see how differing use is made of common concepts. The differences between the two disciplines will be examined, but throughout the emphasis will be on synthesis and integration. This year's topic will be change and stability within the frameworks of a variety of Sociological and Anthropological theories.
Ms. Nelson

SA 301 The Research Process—Sociology

Spring

Introduction to the basic tools of sociological research from problem formulation (including the relationship of concepts, hypotheses and theory) through strategies of design and data collection, to the analysis and presentation of results. Exposure to interviews, structured observation and participant-observation. Concentration on the survey approach, with the entire class conducting an actual sample survey. Submission of the senior thesis or senior essay proposal. Strongly recommended for juniors. (SA 105 or permission.) Mr. Haerle

SA 302 The Research Process—Anthropology Fall

The aim of this course is to prepare the student to conduct research, to evaluate and present research in a scholarly manner and to critically evaluate the research of others. Practice and evaluation of such basic techniques as observation, participant-observation, structural and open-ended interviews and use of documents. Introduction to various methodological and theoretical frameworks. Thesis or essay prospectus is the final product of this course. Strongly recommended for juniors. (SA 103 or permission.) Staff

SOCIAL ORGANIZATION AND COMPARATIVE INSTITUTIONS

SA 304 Women, Culture and Society Spring

The study of women cross-culturally raises a number of difficult and delicate issues. Do women constitute a legitimate category of analysis? What explains the diversity of women's roles across societies? How do we assess women's status and power? What forces create changes in women's roles? This course attempts to answer these questions and to compare and contrast women's roles in a variety of societies. Analysis will concentrate on three primary domains: family and kinship; symbolic systems; and political economy. Course readings deal primarily with non-Western societies, but not exclusively so. Ms. Basu

[SA 307 Social Movements and Collective Action]

[SA 308 Sociology of Religion]

SA 315 Sociology of Education Spring

An examination of education as both a social institution and social process. Topics include the relationship of education to socialization, the social psychology of learning, the relation of educational institutions to other social structures, the influence of culture on moral education, the bearing which factors such as family background, sex and ethnicity have on the quality and content of the schooling process, the relation of various methods and types of education to the surrounding environment and the actual and potential role of education as an agent for social change. The substantive focus will be on American society. (This course will receive Teacher Education credit.) Ms. Nelson

SA 316 The Sociology of Youth Spring

In the United States, the transition to adulthood is vaguely defined, resulting in an adjustment period characterized by "sturm und drang." The problems to which this course addresses itself spring from a set of historical, demographic, biological, cultural, economic and institutional forces and developments. Within the framework of a youth culture and peer group support, we shall explore the following types of issues: problems of social and sexual identity and maturity, youth in history and fiction, alienation and political activism, the generation gap, athletic participation and educational experiences, training for work and occupational aspirations, juvenile delinquency, and an overreaching concern with ethnic and class differentiations. Alternative solutions to the problems of youth will be considered and evaluated. Mr. Haerle

SA 338 Political Anthropology Spring

This course is concerned with the exercise of power and authority in various human societies, focusing on values, structures, roles, and the processes of change. The societies studied by anthropologists include those with formal government apparatus, as well as those without, where connections among political functions, kinship, and religion are especially close. Thus, this course deals with societies along a continuum from the small, band-organized to the modern state. Mr. Fairfax

[SA 345 Work, Leisure and Sport]

[SA 370 Sociology of Inequality]

SA 380 The Anthropology of Religion Spring

The anthropology of religion is a study of the cultural implications of certain modes of religious thought. The function of specialists, such as shamans and priests, will be analyzed as will several aspects of social organization that have a religious foundation. Emphasis will be placed on traditional non-Western and tribal societies. Mr. Napier

[SA 385 Medical Sociology]

[SA 387 Sociology of Law]

SA 390 The Sociology of Women Spring

This course introduces students to some of the central theoretical approaches, methodological controversies, and substantive findings in the sociological analysis of women in contemporary society. Topics to be covered include women and work, the feminization of poverty, reproductive technology, child care policies, and political participation. Throughout the course particular attention will be paid to differences among women on the basis of class, race and ethnicity. Ms. Nelson

AREA STUDIES

[SA 321 Native Peoples of North America]

[SA 322 Native Peoples of South America]

[SA 326 Latin American Culture and Society]

SA 332 African Peoples and Cultures Fall

Social history and ethnology of peoples and societies, principally of Sub-Saharan Africa. This course examines interrelations among kinship, economy, political organization, religion, oral literature, and expressive arts in adaptations to physical and social environments through the study of ethnographies of representative societies. The realities of the traditional ethnic or language groups, geographical regions and culture areas, histories of colonization, and modern national developments guide our inquiries into the subject. Mr. Fairfax

SA 335 Chinese Society and Culture Fall

China serves as a case study in the anthropological analysis of a complex non-Western society. This course will be a survey of the principal institutions and ideas which form the background to modern Chinese society. Topics covered include family and kinship, religion, political and economic systems, and social change. Materials will be drawn from descriptions of traditional, contemporary (including both mainland and Taiwanese settings), and overseas contexts. Ms. Basu

[SA 336 Indian Society]

SA 367 Afro-American Anthropology Spring

This course will examine the continuities and transformations of both institutions and culture in New World communities of African descendants. We will focus both on Afro-Americans in the United States and those in other parts of the New World, specifically the Caribbean and South America, to appreciate common elements shared due to African heritage, and differences derived from contact with various European and Native American peoples. We will look at the impact of slavery and socioeconomic deprivations on institutions such as the family and churches, and on the very fundamental notion of racial or ethnic identity. Other topics include language and communication, folklore, music, and other aspects of expressive culture among Afro-Americans. Mr. Fairfax

SOCIAL PROCESS AND SOCIAL PROBLEMS

[SA 341 Urban Anthropology]

SA 343 American Community Studies Fall

An examination of the American experience since 1920, as viewed through the participants in various types of communities. Dominant cultural values (and their changes) will be studied in relation to emergent and changing community organization. Within the framework of the folk-urban continuum, consideration of various theories of community formation and development. The influence of industrialization, social class, and ethnicity will be explored in the context of the small town, the urban neighborhood, suburbia, the communal setting and in fiction. Assessment of methodological approaches and problems. Mr. Haerle

[SA 344 Urban Sociology]

SA 352 Social Psychology Spring

The purpose of this course is to examine the relationship between the individual and society. How individuals shape society and how societies shape individuals will be a central topic of concern. This dialectical relationship will be considered relative to the particular relationship between modern society and the modern individual. Emphasis will also be placed on the ways in which social structures affect the psychological well-being of the modern social actor. Ms. Burfoot

[SA 354 Ethnic Groups in the United States]

[SA 355 Race and Ethnicity]

[SA 356 Anthropology of Change and Development]

SA 373 Anthropology of Music Fall

This course examines the phenomenon of music from the perspective embraced by ethnomusicology. This field, which draws heavily from musicology, sociology, and folklore as well as anthropology, considers the part music plays in the culture and social organization of diverse human societies. The class will review general concepts and techniques in ethnomusicology. We will also study specific "music cultures" – involving the verbal and social behaviors, historical contexts, symbolic significances, and processes of creativity associated with musical performances – from the major regions of the world, including our own. Students in this class need not be musicians; an ability to listen to musical examples discriminatingly is required. Mr. Fairfax

[SA 382 Symbolic Anthropology]

[SA 383 Introduction to Folklore]

SA 388 Deviance Fall

This course will examine various sociological theories, ways of thinking and understandings about the nature of deviant behavior and its causes. Specific forms of deviance to be examined include mental illness and crime. To be considered also are a range of institutions and agents of social control responsible for processing and treating deviant populations. In considering both the definition and control of deviance, emphasis will be placed on the socio-historical context in which that deviance occurs. Throughout the course, emphasis will thus be focused on what the study of deviance reveals about the nature of society. Ms. Burfoot

SA 396 The Sociology of Death and Dying Fall

This course is designed to introduce the student to specific issues which have emerged relative to death and dying in the 20th century. The effects of technology on saving and destroying lives will be considered as will control over life and death decisions. Emotional dimensions of dying and bereavement will be discussed. Emphasis will be placed on the ways in which both traditional and modern societies have responded to the emotions. The topic of suicide will be discussed relative to feelings, explanations and help for the suicidal individual. Finally, the Hospice and broader Death Awareness Movement will be assessed.
Ms. Burfoot

SA 488 Seminar on the Sociology of Emotions Spring

This course explores the ways in which social structure and meaning affect both the production and expression of emotions, taking into consideration cross-cultural examples. Emotions to be considered include happiness, love, anxiety, and grief. Specific topics in the modern social structural environment will include the removal of affect from bureaucratically defined interaction, the commercialization of affect, and selected macro-micro comparisons (e.g., the modern fun-seeking or hedonistic movements vs. localized production of happiness and laughter, and group loss vs. individual loss of a loved one). Ms. Burfoot

SA 489 The Sociology of Mental Illness Spring

The course explores a variety of sociological issues and approaches to the study of mental illness. Among the issues considered are: 1) models of "madness" (i.e., medical model, labeling theory, socio-cultural origins of mental disorder); 2) characteristics of and historical trends in the social organization of mental health care (e.g., asylum, therapy, and community-based care); and, 3) contemporary controversies concerning the treatment of mental illness (e.g., deinstitutionalization).
Staff

SA 500 Advanced Individual Study Fall, Spring

Open to qualified students, by permission.
Staff

SENIOR PROGRAM

SA 700 Senior Essay Fall

Under the guidance of a faculty member, a student will carry out an independent, one-semester research project, often based on original data. In addition, a senior seminar, in which recurring problems in writing will be discussed, will be held during the fall semester. The final product must be presented in a written report of 30–45 pages, due at the end of the fall term. Staff

SA 710 Senior Thesis Fall, Winter

Under the guidance of a faculty member, a senior will carry out an independent research project, often based on original data. In addition, a senior seminar, in which recurring problems in thesis writing will be discussed, will be held during the fall semester. Data must be analyzed and presented in a written report of 70–80 pages. Superior performance will be considered for Honors (see information on "Departmental Honors.") Due at the end of the winter term. Staff

*Foundations Course

SPANISH

Professor: Alicia Andreu (chair), Roberto Véguez *Assistant Professors:* Eduardo Béjar Daniel Chamberlain, Gustavo Mejía *Visiting Lecturer:* Judith Liskin-Gasparro *Assistant:* Suyapa Palma Calix

In its program of studies in Spanish, the department of Spanish/Italian is committed to the twofold aim of developing in its students a full command of the language as well as a mastery of a body of knowledge reflecting the rich contribution of the Hispanic peoples to the world's literature and culture. The early courses concentrate on the rapid and thorough development of the fundamental language skills in preparation for the more advanced courses in language, literature, and culture and civilization. Integrated with the department's offerings are the Middlebury Program for juniors in Madrid and the Middlebury Summer Language School of Spanish, including intensive courses from the beginning level. Non-majors are encouraged to take advantage of these opportunities to widen their educational horizons by studying in the context of another cultural milieu. Majors are encouraged to supplement their programs by selecting, in consultation with the department, courses from related areas, such as HI 285, HI 286, HI 411, SA 322 and SA 326.

Major Program: The major consists of a minimum of eleven courses, including the following: 1) SP 300; 2) courses at the 300 level (not including SP 300); and 3) at least one advanced course beyond the 300 level during the senior year. No more than two courses at the 100 level or from the 201–219–220 sequence may be counted towards the major. SP 356–357 may count toward the major. SP 101–102 or 103 and 201 do not fulfill the distribution requirement; either 219 or 220, but not both, may count toward the distribution requirement.

Joint Majors: The Spanish component of a joint major will consist of at least seven courses from departmental offerings. No more than two at the 100 level or from the 201–219–220 sequence may be counted. SP 285–286 may count. Other requisites include SP 300 and at least one advanced course beyond the 300 level during the senior year.

Programs Abroad for Juniors: In the case of majors, it is the department's expectation that they will spend at least one semester in residence in a Spanish-speaking country. Middlebury offers both year and semester programs in Madrid. Students who are interested in going abroad and who are also double or joint majors or are thinking of participating in the Teacher Education Program should consult with their advisers in both areas as early as possible to avoid any conflict in plans. Students planning to go abroad are required to have taken SP 300. The deadline for applications is March 1. Students interested in attending the program in their junior year should consult the dean of the Spanish School, preferably before registration for fall semester of their sophomore year.

The following is a representative list of courses offered in the Middlebury Program for juniors in Madrid in the last few years.

Fall
338 Gobierno e instituciones españolas
339 Política española contemporánea
345 Historia de Latinoamérica contemporánea
348 Instituciones financieras españolas
408 Teoría y práctica de la traducción
465 Poesía española contemporánea

Spring
331 Fondo histórico de España
340 Arte en los museos de Madrid
342 La actualidad española
349 Sistemas políticos contemporáneos
410 El subjuntivo
461 Narrativa de la tierra en Latinoamérica

Honors: Upon completing an advanced course beyond the 300 level during the fall semester of the senior year, the student may be nominated as an Honors candidate (SP 705). The department will award Honors, High Honors, Highest Honors on the basis of the student's special project completed in SP 705 and his or her previous work in the department.

A Spanish major will be expected to have a thorough command of the language, to be conversant with the major currents of Hispanic literature, and to have a broad knowledge of Hispanic culture gained through the experience of courses at Middlebury and study abroad. The special project for SP 705 is a thesis.

FRESHMAN SEMINARS

See Freshman Seminars listings for descriptions of the following courses.

FS 051 Literature and Revolution
Mr. Véguez, Mr. Berninghausen

FS 053 Visions of Alienation and Assimilation: Hispanic Writers in the United States
Ms. Liskin-Gasparro

SP 101 Intensive Beginning Spanish Fall

An introduction to the Spanish language that provides a foundation in both spoken and written Spanish. An integrated program, focusing on vocabulary development, conversation practice, and the rapid mastery of basic structures, encourages students to develop skills in a personalized context. Six class meetings per week (three grammar/conversation classes, two drill sections, and one hour of language laboratory). This course may not be used to fulfill the Foreign Languages distribution requirement. Ms. Liskin-Gasparro

SP 102 Intensive Beginning Spanish Winter

A continuation of SP 101, required for enrolling in SP 103. This course may not be used to fulfill the Foreign Languages distribution requirement. Staff

SP 103 Intensive Beginning Spanish Spring

A continuation of SP 102. Emphasis on increased oral proficiency in the language through continued conversation, vocabulary development, and mastery of structures. Films, Spanish-language television, and short contemporary prose and poetry selections will be used to strengthen students' listening and reading comprehension and enlarge their view of Hispanic life and culture. Six class meetings per week. This course may not be used to fulfill the Foreign Languages distribution requirement. Mr. Chamberlain

[*SP 130 Latin American Literature: Chronicles of Change]

SP 201 Intermediate Spanish Fall

A course designed to consolidate the skills attained in SP 101–102 or its equivalent. Readings, discussions and compositions. This course may not be used to fulfill the Foreign Languages distribution requirement. Mr. Béjar

SP 219 Self-Expression in Spanish Fall, Spring

A middle course for students seeking to perfect their command of Spanish. The course will consist of oral and written assignments on a variety of topics chosen to increase the student's control of the structures and vocabulary of the language. The course will also include a thorough review of grammar at a fairly advanced level. One but not both of SP 219 and SP 220 may be used to fulfill the Foreign Languages distribution requirement. Mr. Chamberlain, Mr. Mejía

SP 220 Spanish Conversation Fall, Spring

An intermediate course designed to perfect the student's fluency in spoken Spanish through a carefully structured program leading gradually into free conversation on topics of broad general interest. The course is based on a variety of materials, including articles from current Spanish and Spanish American magazines and other media. One but not both of SP 219 and SP 220 may be used to fulfill the Foreign Languages distribution requirement. (Permission of the instructor.) Ms. Andreu, Ms. Liskin-Gasparro

[*SP 231 Captains, Kings and Caudillos (in English)]

SP 300 An Introduction to the Study of Hispanic Literature Fall, Spring

An advanced language and literature course designed to perfect skills in literary analysis and critical writing. The work will be based on the reading of a number of outstanding works in prose and poetry. Frequent short, critical essays will complement the reading and provide the student with practice in writing. (SP 219 or equivalent.) Mr. Véguez, Ms. Andreu

(SP 300, its equivalent, or permission of the instructor is a prerequisite for all other 300-level courses.)

SP 301 The Literature of Spain from the Middle Ages to 1700 Fall

An introduction to the masterworks of Spanish literature from its inception to the period of its greatest flowering in the 16th and 17th centuries. Readings will include the great medieval epic of the Cid; the traditional ballads or "romances," representative selections from both the *Don Quijote* and its celebrated precursor, *La Celestina* as well as from other works from Spanish writers of the Renaissance and the Baroque. Mr. Véguez

SP 302 The Literature of Spain from the Eighteenth Century to the Present Spring

An introduction to the masterworks of Spanish literature from the 18th century to the present. We will examine the historical and cultural backgrounds of the period under study and discuss the literary works that best represents it. Students will be required to do class presentations, and to write papers. Ms. Andreu

SP 303 The Literature of Spanish America from the Conquest to Independence Fall

A critical study of the development of Spanish-American letters from the arrival of the Spaniards in America to the 19th century period of struggle for independence. Mr. Mejía

SP 304 The Literature of Spanish America from the Nineteenth Century to the Present Spring

A critical study of the development of Spanish-American letters from the 19th century movements of independence from Spain to the avant-garde literature of the present. Mr. Chamberlain

SP 356 Ideas and Cultures of Spanish America from the Conquest to Independence Fall

An analysis of major socio-political and cultural elements present in representative Spanish-American texts, from the initial period of the Conquest to the ensuing colonial times and Independentist years. Works to be discussed will include native American texts, early chronicles, colonial essays and various forms of discourse of independence. Mr. Béjar

SP 357 Ideas and Cultures of Spanish America from Independence to the Present Spring

An analysis of major socio-political and cultural elements present in representative Spanish-American texts, from the period of Independence to the present time. Works to be discussed will include Romantic, Modernist and Contemporary political and philosophical essays. Mr. Béjar

SP 402 Cervantes y el *Don Quijote* Spring

A detailed discussion and analysis of the *Quijote* with additional readings from major literary and cultural sources. (Senior majors.) Mr. Véguez

SP 433 Contemporary Spanish American Short Story Fall

Nobel laureate Gabriel García Márquez attributes the essence of Spanish America's solitude to a "lack of conventional resources capable of making our reality credible." This course will examine how different narrative perspectives have risen to meet the challenge of communicating an incredible world. Readings will include short stories by García Márquez, Alejo Carpentier, Juan Rulfo, Julio Cortázar, Jorge Luis Borges and Reynaldo Arenas. Mr. Chamberlain

SP 434 Contemporary Spanish American Theatre Spring

Representative plays from modern Spanish-American theatre will be analyzed in light of their two most significant themes: the denunciation of social and political constraints placed upon the individual, and the attempt to liberate the dramatic act from narrative conventions. Consequently, this presentation will be complemented by an examination of contemporary experimental techniques which aim to create a total theatrical experience. Students will be encouraged to produce a play as a direct way of understanding the uniqueness of the dramatic genre within literature. Mr. Béjar

[SP 440 Anti-Slavery Literature in Spanish America]

[SP 442 Latin American Women Writers: Expanding the Canon]

SP 446 History and Fiction in Contemporary Spain Fall

The Spanish Civil War and its representation in fiction. Through the study of key historical and literary texts plus films, this course will seek to provide an understanding of the ambiguous relationship between history and fiction. Authors will include White, Jackson, Cela, Laforet, de la Mora, Goytisolo and Delibes. Ms. Andreu

SP 461 The Novel of the Land Spring

Mr. Mejía

SP 500 Independent Study

Fall, Spring

The department will consider requests by qualified juniors and seniors to engage in independent work. Staff

SP 705 Seniors Honors Thesis Spring

Requirements:

1. A student with a departmental average of B+ and senior work of B+ or better may initiate the procedure for an Honors Thesis proposal.
2. The student should have a topic which he/she wants to develop into an Honors Thesis.
3. The topic should derive from studies and experiences in the Hispanic field at Middlebury.
4. The student submits a thesis proposal with a bibliography to a prospective adviser in the department by *November 1.*
5. If the subject matter is deemed viable by the adviser, the proposal will be reviewed by the department.
6. Students will be notified of their grade in the senior course the week after Christmas.
7. Final proposals are to be submitted by the second Friday of winter term.
8. The due date for the first draft of the thesis is April 1.
9. The due date for the final copy of the thesis is the last day of classes.
10. The department nominates a second reader for each thesis project. The second reader will participate in the correction of and commentary on the first draft. The two readers will agree on the grade for the final draft. In case of a discrepancy, the department chair makes the final decision.

*Foundations Course

TEACHER EDUCATION

Associate Professor: Richard Dollase (chair) (on leave all year) *Visiting Assistant Professor:* James Shuman (acting director) *Lecturers:* Joanna Hall, Betsy Thurber

While the Teacher Education Program is not a major, successful completion of all the requirements of the program will be registered on the student's transcript as a concentration. The program offers students opportunities to study educational issues and to prepare themselves as elementary or secondary teachers. Upon graduation, students who have successfully completed one of the programs described below are certified to teach in the State of Vermont, whose certificate is recognized by the following states. (However, some states now require a teacher competency examination before certification will be granted.)

Alabama
California
Connecticut
Delaware
Florida
Hawaii
Idaho
Indiana
Maine
Maryland
Massachusetts
Michigan
Nebraska
New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
South Dakota
Utah
Virginia
West Virginia
District of Columbia
Overseas Dependent Schools

The initial Vermont professional certificate is probationary for a three-year period. After successful completion of three years of teaching, a continuing certificate is issued. Holders of the initial Vermont certificate who are teaching in another state must qualify for a regular professional certificate according to the requirements of that state.

Students interested in earning teacher certification should notify the Teacher Education office of their interest as early as they can, preferably by the fall of sophomore year. Planning ahead will avoid conflicts later on. Students should plan on devoting a full term (4 course units) to their student teaching and their study of teaching methods.

Requirements for elementary certification (K-6):

1) One term of college science or advanced placement in science.
2) A one-term course in the foundations of education. (Either PY 225 Child Psychology or TE 201: Critical Issues in American Education.)
3) A one-term course on the methods and materials of teaching reading, language arts and the social studies at the elementary school level. (TE 205.)
4) A one-term course on the methods and materials of teaching mathematics and science at the elementary school level. (TE 210.)
5) A Winter Term course on the methods and materials of teaching the arts at the elementary school level.
6) The professional semester:
   TE 404 Curriculum Development in Elementary Education. (Seminars/Workshops in physical education and health education.)
   TE 405-406-407 Student Teaching in the Elementary School.

Requirements for secondary certification (7-12):

1) A major or its equivalent in a discipline which coincides with a subject taught widely in public secondary schools is necessary for teacher certification. Middlebury College presently recommends students for secondary-level certification in the following areas: English, French, German, Russian, Spanish, Mathematics, Biology, Chemistry, Geology, Physics, Earth Science, Science, History and the other social sciences. Students who intend to major in the social sciences or who wish double certification should consult with the Director of Teacher Education as early as possible in their college careers.
2) A one-term course in the foundations of education. (Either TE 201: Critical Issues in American Education or TE 202: Issues in Adolescent Development.)
3) A Winter Term field experience course working as a teacher assistant in a secondary school.
4) A one-term course on the methods and materials of teaching reading and study skills in secondary school subjects. (TE 220.)
5) The professional semester:
   TE 414 Problems and Methods of Secondary Education.
   TE 415-416-417 Student Teaching in the Secondary School.

The following Foundations of Education Courses are highly recommended:

PA 210 Philosophy of Education (See Philosophy)
SA 315 Sociology of Education (See Sociology/Anthropology)

TE 201 Critical Issues in American Education Fall

A study of persistent problems and ethical issues in educational practice with emphasis on the developmental process and on how children reason and learn. Case materials and readings will focus on such issues as the best way to promote cognitive development and moral education, alternative schooling, minimum competency testing, school discipline, censorship, desegregation and the rights of teachers/students and the handicapped. Field work/research required of those planning to student teach at the secondary level.

Mr. Shuman

TE 202 Issues of Adolescent Development — Spring

Multiple perspectives on the physical, cognitive and psychosocial transitions related to adolescent development. Drawing upon cross disciplinary studies from psychology, sociology and the field of education, topics considered include adolescent peer culture, adolescent prejudice, new male/female roles, gifted education, juvenile delinquency and learning styles and learning problems of the adolescent. Field work is required for those planning to teach at the secondary school level.
Mr. Shuman

TE 205 Methods of Teaching Language Arts in the Elementary School — Spring

An introduction to curriculum theory and design in language arts and social studies. In addition to the three hours of weekly class, students spend two to three hours per week observing elementary school classes in the Middlebury area.
Ms. Hall

TE 210 Methods of Teaching Mathematics and Science in the Elementary School — Fall

An examination of current trends in content, methods and materials of elementary school mathematics and science. In addition to the three hours of weekly seminars, students spend two to three hours per week observing in elementary school classes in the Middlebury area. Ms. Hall

TE 220 Teaching Reading and Study Skills in Secondary School Subjects — Fall

An introduction to curricular and instructional theory as it relates to the teaching of reading and study skills in the secondary school content areas. In addition to the weekly seminar, students are expected to spend two or more hours per week observing and tutoring in secondary schools in the Middlebury area. Mr. Shuman, Ms. Thurber

[TE 305 Contemporary Topics in Higher Education]

TE 404 Curriculum Development in Elementary Schools — Fall, Spring

Concurrent with elementary student teaching, this course is designed to provide guidance in curriculum development and its implementation in the classroom, and to explore some of the issues related to the teaching process and profession. Methods and materials in the teaching of health and physical education will also be considered. (Corequisite: TE 405-406-407.) Ms. Hall

TE 405-406-407 Student Teaching in Elementary Education — Fall, Spring

A semester-long practicum in a local elementary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and college supervisors for the sharing of ideas, problems, and experiences. (Corequisite: TE 404.) Staff

TE 414 Problems and Methods in Secondary Education — Fall, Spring

The purpose of this course is to extend the study of general methods of teaching in the secondary schools and to provide study in the curriculum and special methods of specific teaching fields. (Corequisite: TE 415-416-417.)
Mr. Shuman, Ms. Thurber

TE 415-416-417 Student Teaching in the Secondary School — Fall, Spring

A semester-long practicum in a local secondary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and college supervisors for the sharing of ideas, problems, and experiences. (Corequisite: TE 414.)
Mr. Shuman, Ms. Thurber

6) Winter term courses in teacher education

Two winter term courses are regularly offered at Middlebury. They are:

Children and the Arts

A study at the elementary level of arts education programs, specialized arts instruction, the integration of the arts into classroom activity and community arts resources, with particular emphasis on the value of the arts and on the creative process. Students will participate five hours a week in a local arts program for children. This course is required for students concentrating in Teacher Education at the elementary level. Ms. Hall

Field Experiences in Secondary Education

This course provides students with the opportunity to explore the possiblity of a career in teaching. During the term, each student will be assigned to work with a regular classroom teacher in a local secondary school as a teacher assistant. Tasks will vary but usually include observing classes, tutoring, directing small-groups works, etc. Students are required to be in the school 5 mornings per week (8:30-1:00). In addition, seminars will be held on two afternoons (1:30-3:00) on campus to discuss the field experience. This course is required of students planning to concentrate in the secondary teacher education program. Prior to registering, students should complete and return a field placement application available in the Teacher Education Office. Mr. Shuman

THE PROFESSIONAL SEMESTER

Admission to the professional semester is by application only. Application forms may be obtained in the Teacher Education office. Students who intend to student teach during the fall semester must submit their completed applications no later than March 15 of the previous semester. Students who intend to student teach during the spring semester must submit their completed applications no later than October 15 of the previous semester. In order to be assured of a positive recommendation for certification, students must complete the student teaching experience (TE 405, 406, 407, or TE 415, 416, 417) with a grade of at least B.

The Ninth Semester Program. Students who wish to gain teacher certification but are unable to complete the professional semester during their undergraduate years, may apply to undertake student teaching shortly after their graduation. To be eligible, students must complete all pre-practicum course requirements including 60 hours of field work at an elementary or secondary school, and meet the prerequisites for acceptance into the professional semester (see below). Tuition fee is $1000. In addition, students will be expected to live off-campus and to provide for their own housing and meals.

Prerequisites to the professional semester are as follows:

Demonstrated competence in writing, speaking, mathematics, and mastery of the subject matter as attested by:

—successful completion of a freshman writing course;

—assessment by the Teacher Education Program staff of a student's language facility in methods and materials courses;

—achievement of a score of 500 or more on the mathematics section of the Scholastic Aptitude Test or passing a basic skills test in mathematics;

—assessment by the department chairman in the student's major (secondary) or by the appropriate liberal arts faculty and the Teacher Education Program staff (elementary).

Demonstrated intellectual competence as attested by one or more of the following:

—an overall B average the semester before student teaching;

—a B average in field of major studies before student teaching;

—review by the Teacher Education Program Committee of the applicant's transcript and letters of evaluation by the department chairman (or designate) in the major and by other liberal arts professors. The recommendation of the Teacher Education Program Committee will be submitted to the Vice President for Academic Affairs for final approval.

Demonstrated commitment and personal qualities needed for a successful career in teaching as attested by:

—satisfactory performance in field work in the school as an observer, tutor or teacher assistant;

—a sincere interest in undertaking student teaching and considering a career in education that is reflected in a personal statement and in an interview with the Teacher Education Program staff;

—possession of such personal qualities as concern, enthusiasm, openness, empathy, cooperativeness and flexibility to adapt to new situations as evaluated by the Teacher Education Program staff, cooperating teachers involved in the student's field work and by other faculty at the College.

Also the following course requirements must be completed:

1. For elementary certification, successful completion of TE 201 (or an equivalent course in the foundations of education), TE 205, TE 210, a winter term methods course in the arts and music, and a one-semester course in science.
2. For secondary certification, successful completion of TE 201 (or an equivalent course in the foundations of education) and TE 220.
3. For all certification fields, the Teacher Assistant Program (winter term) is required.

Students accepted for student teaching should register for four courses in the same term as follows:

Elementary Education
TE 404 Curriculum Development in Elementary Schools
TE 405-406-407 Student Teaching in Elementary Education

Secondary Education
TE 414 Problems and Methods in Secondary Education
TE 415–416–417 Student Teaching in the Secondary School

THEATRE, DANCE AND FILM/VIDEO

Professors: Ted Perry (chair), Chandler Potter, Douglas Sprigg *Associate Professor:* Andrea Olsen *Assistant Professors:* Cheryl Faraone, Arthur St. Leger Grindon, Richard Romagnoli *Lecturer:* Penny Campbell *Technical Director:* Richard Forman *Assistant Technical Directors:* Bryan Schofield, David Zemmels

MAJOR PROGRAM

The Department of Theatre, Dance, and Film/Video provides intensive exposure to four artistic forms. Students electing a major can expect to pursue acting, directing, design, playwriting, dramatic literature, dance, film/video study, and video making.

All majors take the following courses: The Creative Process (TH 116), Junior Independent Project (TH 500), Senior Independent Project (TH 700).

In addition to these core courses, students majoring in this department will choose an emphasis in theatre, dance or film/video.

THE THEATRE EMPHASIS

Designed to encourage creativity, artistic excellence, and a vigorous exploration of the current and historical possibilities for theatrical expression, the theatre program guides students towards an integrated understanding of all aspects of the theatrical experience while sharpening their creative skills as actors, directors, designers, and playwrights.

Students choosing the theatre emphasis will take Directing I (TH 214), Design (TH 211), and three courses in Drama (see below). Students will also select, in consultation with their advisor, four courses in either Performance or Design (see below).

Drama: Introduction to Drama Study (TH 106), Theatre History (TH 126), Contemporary Women Playwrights (TH 206), American Drama (TH 216), Modern Drama (TH 226), Twentieth Century Experiments (TH 306), Shakespeare (EL 321).

Performance: Acting I (TH 102), Acting II (TH 202), Acting III (TH 402), Voice for the Actor (TH 302), Movement Intentionality (TH 279), Production Studio: Performance (TH 210/220)*, Playwriting I (TH 218), New Plays: Playwright and Directors (TH 228), Spring Rep (TH 429)*.

Design: Design (TH 211), Lighting Design (TH 213), Costume Design (TH 325), Production Studio: Design (TH 219/229)*, Spring Rep (TH 429)*, Art History (AR 101), Studio Art I (AR 209), Studio Art II (AR 210).

(*Only one)

THE DANCE EMPHASIS

Central to the dance emphasis is the development of the creative artist through practice and studies in modern dance technique and choreography, history, theory, and performance. Additional depth and range are achieved through work in theatre, art, music and philosophy. Independent projects in the junior and senior years consolidate learning in special areas of interest.

Dance History (TH 284), Aesthetics (PA 233) and three terms of technique above the 200 level are required for the dance emphasis. Two courses chosen from the regular fall and spring course offerings in the dance program, two performance or design courses in theatre, and one course each in music and art complete the recommended program of study for the dance emphasis.

THE FILM/VIDEO EMPHASIS

The study of film and video are viewed in their broadest cultural implications and as independent art forms. While course offerings stress the historical and critical study of film, opportunities exist for students to make films (using video) in course work and in junior and senior independent projects.

Students who select a film/video emphasis take Film Form and Film Sense (TH 130) and Film History (TH 231). In addition, majors select, in consultation with their adviser, four additional film/video courses taught within the department during the regular term. Five additional related courses are required for the film/video emphasis; they are chosen, in consultation with the student's adviser, from among the college's offerings in 20th Century art, history, political science, literature, theatre, literary criticism, aesthetics, and American culture.

Honors: Students who maintain an average of B+ or better for courses taken within the department are eligible for departmental honors. Honors, High Honors, or Highest Honors will be awarded based upon both the quality of a student's work in courses and the quality of the Senior Independent Project, TH 700.

International Major: Students may choose to pursue an International Major in the department by taking the normal number and sequence of courses for the major, plus two to four courses in the discipline taught in a foreign language at a Middlebury School Abroad or an approved equivalent, plus an advance course in the department of the student's foreign language. Normally the TH 700 project will make use of the student's work in the foreign language.

FRESHMAN SEMINARS

See Freshman Seminars listings for a description of the following course.

FS 013 Genre and Spectator Response in Cinema: Comedy, Horror and Suspense — Fall

Mr. Grindon

COLLEGE WRITING PROGRAM

If the student registers for the writing section, then *TH 130 (Film Form and Film Sense) fulfills the college writing requirement.

[TH 106 Introduction to Drama Study]

DEPARTMENTAL COURSES

*TH 116 The Creative Process: Theatre, Dance, Film — Fall, Spring

A working examination of the process by which ideas are created and given shape in theatre, dance, and film. The individual creative experience is explored in terms of working methods and perceptual forms. Lectures, discussions, presentations and readings. Required of all majors in the Department of Theatre, Dance, and Film. (Open to freshmen and sophomores.) Ms. Faraone

TH 500 Intermediate Independent Project — Fall, Spring

In their sophomore year, majors, in consultation with their advisers, will develop projects and submit proposal forms by April 15th of the previous term for those wanting credit in the fall term, by October 1st for those wanting credit in the winter term, and by November 1st for those wanting credit in the spring term. Proposals will conform to *Handbook* "500" course regulations, to the department's *Guidelines for Student Participation,* and to the stipulations in the *Student Director's Checklist,* all of which are available in the Wright Theatre Box Office. Staff

TH 700 Senior Project — Fall, Spring

In their junior year, majors, in consultation with their advisers, will develop projects and submit proposal forms by April 15th of the previous term for those wanting credit in the fall term, by October 1st for those wanting credit in the winter term, and by November 1st for those wanting credit in the spring term. Normally, these projects will combine practical production work with written research and serve as a culmination of the student's four years of study. Staff

THEATRE COURSES

TH 102 Acting I — Fall, Spring

Rigorous physical and psychophysical exercises attempt to break through the cultural and psychological barriers that inhibit an open responsiveness to impulses, to the environment, and to others. Attempt is made to free personal response within improvised scenes and, eventually, within the narrative structure of a naturalistic scene. Attention is given to various theories of acting technique. Students are required to audition for two departmental shows. (Freshmen and sophomores only, or permission.) Mr. Romagnoli

TH 126 Theatre History — Fall

Using the dramatic text as the primary focus, this course will chart the progression of theatre from its ritualistic origins to the advent of modern drama. This survey will include the study of theatrical architecture, the evolution of design and acting styles and the introduction of the director. Since theatre has never existed in a void, a consideration of the social, cultural, political and scientific milieux of each era studied will be included in the course. Through a major paper, students will have the opportunity to more closely research aspects of a particular period. Mr. Romagnoli

TH 202 Acting II — Spring

Designed primarily for those students who have had some experience on stage or have otherwise demonstrated a serious interest in performance. The skills introduced in Acting I are given intensive application to different kinds of dramatic texts. Attention will be given to developing physical and vocal resources and to the specific problems of each individual performer. (TH 102 and permission.) Mr. Sprigg

TH 206 Contemporary Women Playwrights: Searching for History and Illuminating the Present — Spring

The course will include readings and discussions of the work of a number of the most influential and interesting American, Canadian, Australian and European playwrights of the 1970's and 1980's. Authors to be explored include Maria Irene Fornes, Caryl Churchill, Pam Gems, Wendy Kesselman, Corinne Jacker and others. The playwrights' concerns range from the domestic to the apocalyptic and their stylistic choices are equally wide ranging. In addition to the study of individual works, the course will also include an overview of the authors' relationship to the culture and to the art form. Places may be available for College Writing students. Ms. Faraone

[TH 211 Design]

TH 213 Lighting Design Fall

Stage lighting is a unique craft, although it does have areas in common with architectural, film, and TV lighting. This course examines theories applicable to all and design practice for the stage, leading to the planning and preparation of the light plot. Also includes studio experience relating theory to practice. Mr. Potter

TH 214 Directing I Fall

As a group, students will analyze a single play to discover the process involved in preparing a script for production. Attention will be given to production concepts, textual values, auditions, rehearsals, and the structuring of a performance in time and space. During the second half of the course, students will cast and direct a scene to be worked on and performed in class. The practical work is combined with extensive written analysis. (TH 102 and permission.) Ms. Faraone

[TH 216 American Drama]

TH 218 Playwriting I Fall

Unlike fiction, a play uses actors on a stage to tell a story to an audience. The language of the characters, the tip of the iceberg, suggests depths of unspoken experience and stimulates the actor to discover and recreate that experience in the language of movement, gesture, tone, tempo, inflection. Readings and exercises will explore ways in which playwrights can use language to create a score or blueprint for that three-dimensional, temporal behavior which constitutes the theatrical event. These exercises, combined with a study of dramatic structure, will lead to the writing of several drafts of a short play. (An introductory writing course, an introductory theatre course, or permission.) Mr. Sprigg

[TH 226 Modern Drama]

[TH 228 New Plays: Playwright and Director]

TH 302 Voice for the Actor Spring

Using Kristin Linklater's book, *Freeing the Natural Voice* as its foundation, the course will introduce students to the physiological basis of voice production. By means of a series of interrelated physical and vocal exercises, students will discover ways of replacing restricting patterns of speech with patterns designed to unlock the voice's full potential for volume, resonance, and expressiveness. In addition, students will study and present passages of Shakespearean verse in order to explore ways in which their new vocal skills may be used to express their increased intellectual understanding. Mr. Sprigg

[TH 306 Twentieth Century Experiments]

[TH 325 Costume Design]

[TH 402 Acting III]

TH 429 Special Topics: Spring Repertory Production Company Spring

This course forms the core of the *Spring Repertory Company* which may include actors, choreographers, designers, directors, playwrights, scene and costume technicians, and stage managers. There will be three to five productions in various modes and spaces. The practical work will be supported by workshops introducing basic ideas and procedures in such areas as approaching the script, architecture of performance spaces, schedules and planning, lighting, sound, and technical/dress rehearsals. Admission by audition or interview during the fall term. Ms. Faraone, Mr. Potter Mr. Romagnoli

PRODUCTION STUDIOS

TH 210 Production Studio: Acting/Directing Fall

The cast, stage manager, and assistant director work as part of a company interpreting, rehearsing, and performing the play. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Normally auditions for the fall play are held during the first weeks of fall term; auditions for the winter play are held during the last weeks of fall term; and auditions for the spring play are held during the first weeks of winter term. Candidates for stage manager and assistant director should apply to the director of the production. (Permission required.) Mr. Sprigg

TH 219 Production Studio: Design/Production Fall

Participation in the production process, from planning through strike. Students may work in all technical areas. Those with no experience are en-

couraged to participate. More advanced students concentrate their efforts in one or two areas with more responsibility. (Permission. Normally limited to freshmen, sophomores and juniors.)
Mr. Potter

[TH 220 Production Studio: Acting/Directing]

[TH 229 Production Studio: Design/Production]

DANCE COURSES

TH 160 Introductory Dance Fall, Spring

An introduction to dance involving technique, improvisation and composition, anatomy, and history. Technique includes flexibility, strength, coordination, rhythm, and movement vocabulary of the modern idiom. Improvisation is used to explore and learn concepts of space, time, energy and choreography from which beginning composition studies emerge. Conceptual aspects of the discipline involve selected readings, films, and performance viewing.
Ms. Campbell, Ms. Olsen

TH 161 Advanced Beginning Dance Fall

These two semesters of work continue on into the craft of modern dance begun in TH 160. They provide the foundation of experiences needed in order to proceed with dance study at the intermediate level. A basic ballet vocabulary is built in support of developing modern techniques with emphasis on increased endurance, rhythmic and coordination skills. Composition becomes a weekly focus as students investigate the basic elements of choreography and the relationships of music and dance. Readings, films and live performances are used as the basis for exploration of dance aesthetics. (TH 160 or permission. TH 161 and TH 162 must be taken in consecutive order.) Ms. Campbell

TH 162 Advanced Beginning Dance Spring

TH 260 Intermediate Dance I Fall

Concentrated intermediate level work in modern dance technique and choreography. Improvisation is used as a seeding ground for the development of choreography with attention given to form (organic form, climax, theme and variation, motif and development, chance, etc.) and more sophisticated aspects of space, time, energy. Creation and performance of original work is encouraged. Films and live viewing serve to extend the daily rigor of the studio experience. A brief but crucial academic component deals with aesthetics—questions and values of paramount importance to the dancer/choreographer as artist. (TH 161 and 162.)
Ms. Olsen

TH 261 Intermediate Dance II Spring

Continuation of TH 260. Ms. Campbell

TH 276 Anatomy and Kinesiology Fall, Spring

The study of skeletal structure, joint and muscle function, and the analysis of body mechanics. A kinesthetic examination of specific joints and muscle groups in body weight transfer, developing awareness of habits, misalignment, effort, energy consumption and chronic tension. The course will emphasize the movement potential of man in his vertical position, aligned to gravity, through laboratory sessions and assigned readings. (Not open to freshmen.) Ms. Olsen

[TH 279 Movement Intentionality for the Stage]

TH 284 Dance History Spring

Introductory lectures and readings on the origins of movement in ritual, its meaning, social function, cultural/historical implications, and development as an art form. Concentration is then focused on the emergence of the 20th century modern and post-modern dance via such innovators as Duncan, Graham, Humphrey, Limon, Cunningham, Nikolais, Louis, Halprin, Pilobolus, Monk, Tharp. Viewing of film and live performance aids in delving into the critic's world as both an historical study and a means to develop the ability to make aesthetic judgments about dance. Ms. Campbell

TH 360 Advanced Dance I Fall

Daily work in modern dance at an advanced level of technique and choreography. Challenging technical demands work towards refining the body as a finely tuned expressive instrument. Improvisation continues to be used to serve choreographic ends focusing on style, group forms, and more sophisticated use of music and theatrical elements. Substantial choreographing and performance of faculty and student work is expected. Criticism of class, film, and professional work help in developing a critical eye and the emergence of a personal philosophy and dance aesthetic which is formally articulated. (TH 260 and 261.)
Ms. Olsen

TH 361 Advanced Dance II Spring

Continuation of TH 360. (TH 360 or permission.) Ms. Campbell

TH 380/381 Dance Company of Middlebury Fall, Spring

The dancers work with the artistic director and guest choreographers as part of a dance company, learning, interpreting, rehearsing, and performing dances created for the company repertory. Those receiving credit can expect 4 to 6 rehearsals weekly.

Appropriate written work, concert and film viewing, and attendance in department technique classes are required. Auditions for company members are held fall semester for the full year. One credit will be given for two terms of participation. Performances and tour are scheduled during winter term. (Limited to sophomores through seniors, by audition.) Ms. Campbell, Ms. Olsen

FILM/VIDEO COURSES

*TH 130 Film Form and Film Sense Spring

The purpose of this course is to improve our ability to look at, write about, talk about, and think about moving images, particularly film. The questions to be studied include: How does the film communicate meaning? What are the distinctive qualities of the medium? How has the cinema been influenced by politics, economics and technology? What is the nature of film authorship? Why are film genres so popular with the audience? The course will strive to establish a working vocabulary for the examination of the cinema and provide a background in the various approaches to the study of film. A range of classical and popular films will be screened. Lectures, discussions and weekly screenings. Readings and papers required. One section fulfills the College Writing requirement. Mr. Grindon

[TH 231 Film History]

[TH 232 Independent Cinema]

TH 234 American Film Genres Fall

The course will study the form and development of Hollywood film genres such as the western, the gangster film, the musical, etc. The conventions, archetypes and expectations of various genres will be outlined and their meaning analyzed. The historical transformation of genres will be highlighted. Generic development will be studied in relation to changes in American society, trends in popular culture and the evolution of the American film industry. Screenings, reading and written reports. Mr. Grindon

TH 235 Sight and Sound Fall

The purpose of the course is to gain a theoretical and practical understanding of how moving images and sounds (film, video, television) communicate. Participants study texts on the production of moving images, examine examples of this process, and then, using video equipment, actually produce and edit a number of short projects which require that they learn the rudimentary techniques for organizing images and sounds in ways which convey information and express feelings. Emphasis is upon learning certain technical skills necessary for the making of moving images but equal weight is given to the understanding of how and in what ways moving images can be assembled to communicate. (Permission of the instructor.) Mr. Perry

[TH 236 Television as Culture]

[TH 237 Japanese Cinema]

[TH 238 Third World Cinema]

[TH 330 Film and Modernism]

TH 331 Sight and Sound II Spring

Students who have successfully completed TH 235 (Sight and Sound) may enroll in this course in order to write, direct, and edit longer moving image projects using the College's video facilities. Emphasis is placed upon thorough pre-production effort in order to make sure that the student actually is able to complete the project he/she intends. (TH 235.) Mr. Perry

[TH 332 Workshop in Film Criticism]

TH 333 History of Video Spring

In the early 1960's, video tape and recording equipment became available to non-broadcast and non-commercial users, and this new accessiblity spawned the development, by artists and documentarians, of a new moving image medium: video. This course will examine the works themselves, as well as the theories which developed to support and transform video. Screenings, readings, reports, and research papers. Mr. Perry

TH 334 Politics and Film Spring

This course will study the relationship between political values and film and television. The persuasive power of the moving image has shaped the political landscape of the 20th century. From Lenin's declaration that "the cinema is the most important of all the arts" to the advertising campaigns that speak from our television screens, the impact of film on political movements is enormous. Political movements have frequently made a policy toward the media part of their program whether it be the "Socialist Realism" of the Soviets, the Fascist spectacle, or the liberal documentaries of the New Deal. A central problem addressed by the course will be the relationship between film form and political values. The course will investigate the political impact of cinema's rhetorical devices such as modes of editing and the treatment of the image. Both developments in the documentary film and ideological currents of the mainstream entertainment cinema will be explored. Among the issues to be considered will be the meaning of generic forms, the practice of television journalism, the debate over realism and modernism, and issues raised by Third World cinema and feminist criticism. (TH 130 or permission.) Mr. Grindon

[TH 335 Voyeurism and Cinema]

TH 336 Women and Film Fall

Since the beginnings of the motion picture, women have been depicted in a number of different stereotypes, particularly as passive objects. Making use of appropriate films and recent feminist aesthetic theory, this course will examine the way in which films have represented women, while at the same time considering the cultural and ideological forces at work in these representations. In addition, the course will treat recent attempts to develop a more truthful portrayal of women, particularly in the films directed by women. Screenings, readings, written and oral reports. Mr. Perry

*Foundations Course

GRADUATE PROGRAMS

Academic Year. Middlebury College offers graduate courses leading to the Master of Science degree in the Department of Biology during the regular academic year. Inquiries about this program should be addressed to the chairman of the department. Graduate students may be enrolled only upon recommendation of the department and approval by the Executive Committee of the Science Division in consultation with the Vice President for Academic Affairs. The courses which are regularly offered for graduate credit are:

Biology: All Biology courses numbered 300 or above and Mathematics 300 or above.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.
2. The candidate must satisfy Middlebury College of his fitness to undertake graduate study.
3. The candidate must be a student in residence at Middlebury College for at least one academic year.
4. In order to be granted the degree, the candidate must successfully complete graduate work equivalent to nine courses.
5. Graduate work done at other institutions may be transferred for credit toward a Middlebury degree subject to the condition that at least six of the required course equivalents for graduation must be completed at Middlebury College.
6. Graduate work in cognate fields may, upon approval of the major department, be counted toward the degree subject to the limitation that at least six of the nine required course equivalents must be in the department in which the degree is granted.
7. All work to be credited toward the degree must be completed with a grade of B− or above.
8. Participation in laboratory teaching and preparation is a degree requirement.
9. All work to be credited toward the degree must have been completed during the ten year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition for graduate study is charged at the single course rate of $1,500 in 1988–89.

Bread Loaf. The Middlebury College Bread Loaf School of English is in session during the summer and offers only graduate courses in literature, writing and theatrical arts, leading to the M.A. and M. Litt. degrees. However, exceptionally able undergraduates are accepted. The School encourages teachers who have their Master's degree, or others who have at least a Baccalaureate degree to enroll for a summer as non-degree students in a Program of Graduate Continuing Education. Admission is on the basis of college transcripts and two letters of recommendation. Since the program of study is designed to meet individual needs, there is no set of requisites for admission. Although an excellent undergraduate record in English and strong recommendations are the surest admissions criteria, experience has shown that students who have mediocre college records or who have majored in other disciplines may, with teaching experience, have achieved a perspective that will assure them of distinguished records at Bread Loaf. In short, Bread Loaf prefers to allow applicants to establish their capabilities during the first summer. Students are accepted for one summer only and are readmitted only after demonstrating that degree requirements can be successfully met.

The Bread Loaf School of English offers graduate courses in English literature and drama during a six-week summer session at Lincoln College, Oxford University. The same criteria for admission pertain as at the School of English. Courses at Lincoln College may be transferred toward the M.A. or M. Litt. degrees at the School of English.

The bulletin, issued each winter, contains further information about application and registration. Inquiries should be addressed to the Administrative Assistant of the Bread Loaf School of English, Middlebury College, Middlebury, VT 05753.

The Bread Loaf Writers' Conference is held at Bread Loaf in the middle of August. This Conference offers lectures, discussions, workshops and private consultations in fiction, non-fiction and poetry, but does not lead to a degree. Some of the leading writers in the country assemble to take part in the teaching and consulting activities. Full information is provided in the special bulletin, published each year in February. Inquiries should be addressed to the Secretary of The Writers' Conference.

The Language Schools. Graduate work leading to the Master of Arts Degree, Master of Modern Languages Degree and the Doctor of Modern Languages Degree is offered by the Middlebury College Language Schools of French, German, Italian, Russian and Spanish during the summer and abroad. During the summer, courses for undergraduate and graduate credit provide intensive instruction in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish on the Vermont campus. The Language Schools offer a rich experience in the spoken and written language as well as in literature, civilization, linguistics, social sciences, art history and foreign language pedagogy. Students may apply for a single summer at any level. Students are placed in courses most appropriate to their linguistic proficiency as determined by placement tests taken prior to registration, and some prospective graduate students may be required to take one or more courses at the advanced undergraduate level before beginning a full load of graduate work. An important ingredient of a summer of study at the Language Schools is the language pledge, a formal agreement to use only the language of study, both in and out of the classroom, for the entire length of the session.

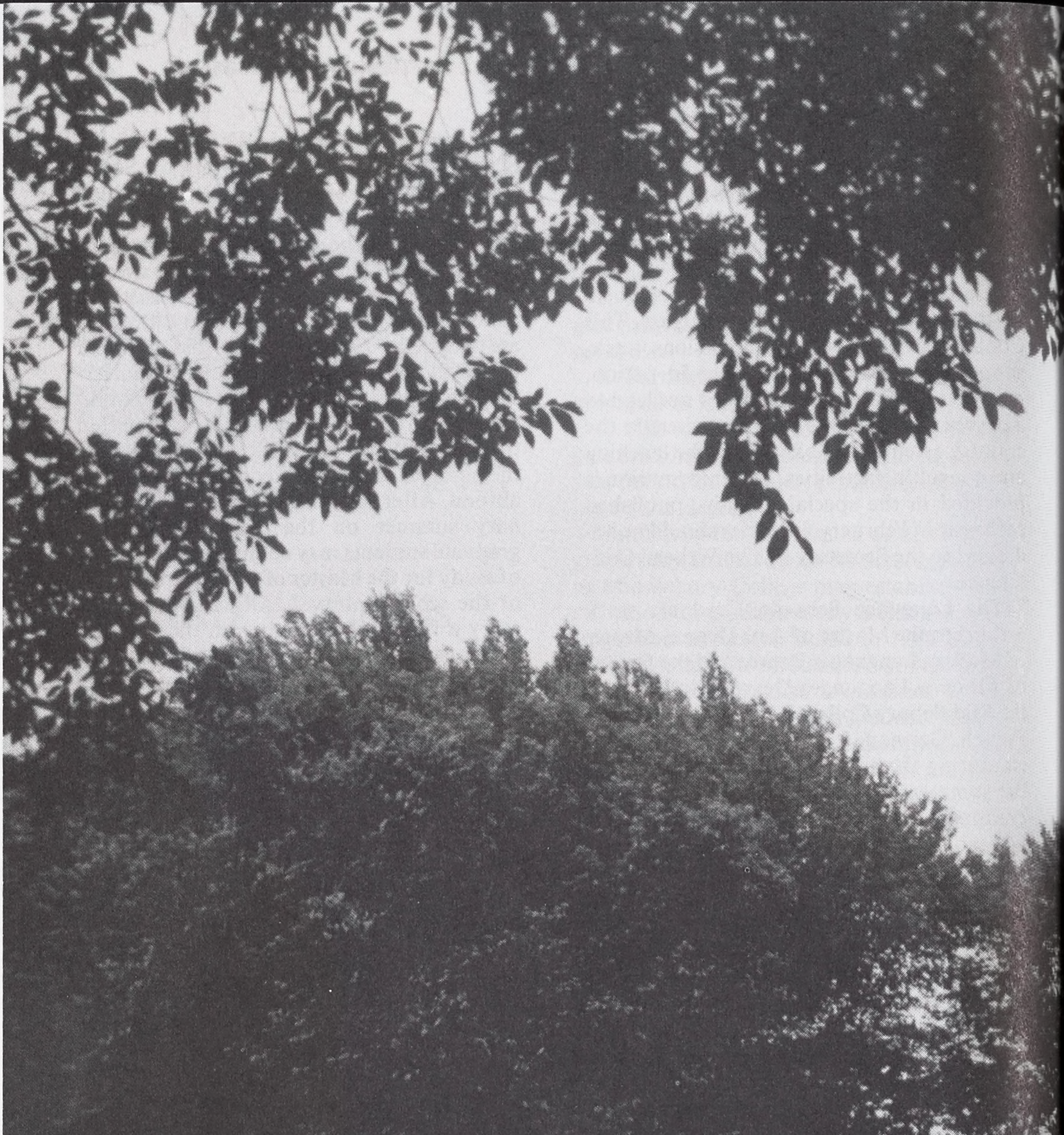
Full information about the requirements for degrees and curriculum is given in the Middlebury College Language Schools catalogue. Complete information will be mailed upon request to the Language Schools. All specific inquiries for admission to the Language Schools should be directed to the individual school, Sunderland Language Center, Middlebury College, Middlebury, Vermont 05753.

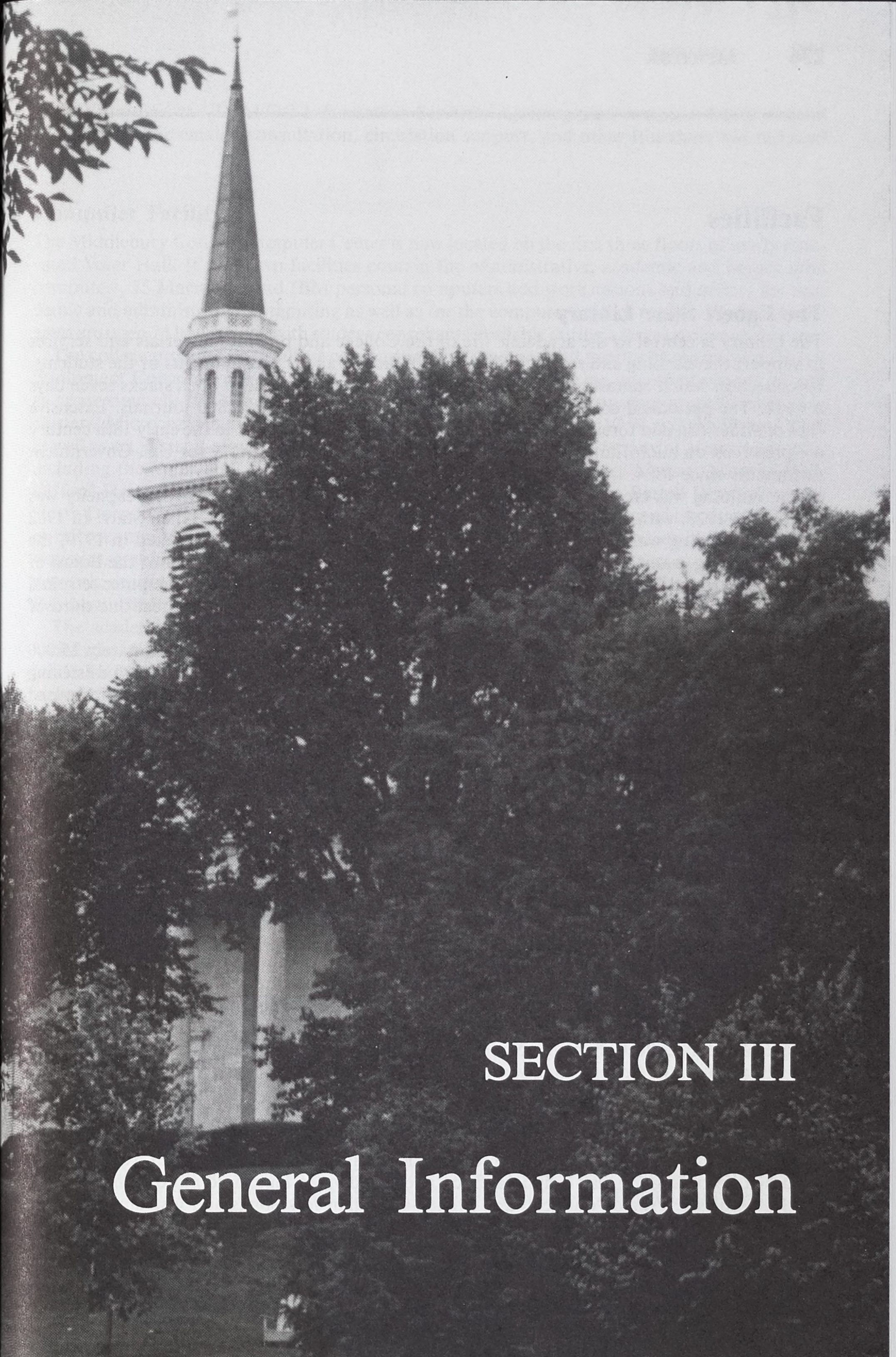
The Schools Abroad. The Middlebury Schools in France, Germany, Italy, the Soviet Union and Spain are open to qualified graduate and undergraduate students. Each school is under the supervision of a resident director appointed by the College to oversee all aspects of the program and to assist students in settling in the foreign city. Courses are taught by professors and distinguished critics and scholars, either at the local universities or in classes and special seminars organized by Middlebury College. It is expected that all students will maintain the spirit of the summer language pledge while they are abroad. After spending the required preliminary summer on the Vermont campus, graduate students may complete their course of study for the Master of Arts degree in one of the schools abroad. All are expected to carry a full load of courses in the areas of language, humanities and social sciences. Students in the Doctor of Modern Languages programs may elect to fulfill the required period of residency abroad by taking courses for credit in one of the schools, by auditing classes in preparation for the general examinations, or by engaging in dissertation (or thesis) research.

(The undergraduate program in Moscow is limited to one semester, either in fall or spring. Completion of the Master of Arts degree in Russian will normally require two summers of work in addition to the program in Moscow. Students in the DML program should consult with the Director of the Russian School concerning research possibilities in the Soviet Union.)

The Degrees of Master of Modern Languages and Doctor of Modern Languages. In addition to the Master of Arts, the Language Schools also offer the advanced degrees of Master of Modern Languages (M.M.L.) and Doctor of Modern Languages (D.M.L.).

The degree of Master of Modern Languages is a post-M.A. degree designed to answer the needs of teachers and other individuals who wish to achieve a high level of proficiency and teaching skill either in two foreign languages (French, German, Italian, Russian, Spanish) or in a foreign language and English. The degree of Doctor of Modern Languages in the same languages differs from the traditional Ph.D. in that its emphasis is on a combination of scholarly and practical training. Detailed statements of the requirements for these degrees are available from the office of the Director of The Language Schools.





SECTION III

General Information

Facilities

The Egbert Starr Library

The Library is central to the academic life of the College and provides materials and services to support the teaching and research needs of the faculty and the assignments of the students. Its collection which contains more than 575,000 volumes is available in open stacks seven days a week. The periodical collection includes current subscriptions to 1,800 journals. Extensive files of American and foreign periodicals and newspapers dating back to the early 18th century are preserved on microfilm. The Library has been a selective depository for U.S. Government documents since 1884.

The building was erected in 1900 with funds bequeathed by Egbert Starr; its capacity was doubled in 1925, with the addition of two wings given by his son, D. M. Allen Starr. In 1962 the main building was remodeled and further additions were made. Completed in 1979, the Meredith Wing, named in honor of L. Douglas Meredith, emeritus chairman of the Board of Trustees, provided 200 additional seats, including a late night study area, a computer terminal room, and shelving capacity for 200,000 additional books. The Library can seat one-third of the student body.

The Music Library, located in Johnson Memorial Building, contains approximately 25,000 items comprising music reference works, recordings and scores, and provides facilities for listening and study. Books and periodicals relating to physics, geology, biology and chemistry are housed in the Science Center Library. The Davison Library at the Bread Loaf Campus contains 4,000 volumes relating to English language and literature to serve students in the School of English held at the campus during the summer. A collection of 75,000 maps is housed in the Map Room at the Science Center.

The Abernethy Library, a special collection of American Literature, is built around the nucleus of books and manuscripts bequeathed in 1923 by Dr. Julian W. Abernethy. It now contains 15,000 volumes, chiefly in first edition, many of them rare, and manuscripts of 1,200 authors. Especially strong are the materials relating to Thoreau, Emerson and William Carlos Williams. Frank D. Abernethy, brother of the first donor, furnished a room where the collection is housed and where it is available to students, faculty and visitors.

A part of the Abernethy Library, the Robert Frost Room, has 300 volumes by and about Frost, most of them autographed. In addition, chiefly through the efforts of Mrs. Corinne Tennyson Davids, the collection includes about 2,800 items of such Frostiana as pamphlets and periodicals containing the poet's work, book reviews, news items, photographs, college bulletins, sheet music of his poetry, tape and disc recordings and manuscripts.

Special library collections also include early Vermont imprints, materials relating to Vermont and Middlebury, the College Archives, incunabula, and rare books and manuscripts in various fields. The Special Collections of the Starr Library are open weekdays to all interested and qualified users.

The Helen Hartness Flanders Ballad Collection and the Vermont Archive of Traditional Music together comprise a valuable legacy to folk music traditions in New England. Over two thousand field recordings on wax cylinders, discs, audio and video tape, hold more than five thousand examples of Anglo-American and French-Canadian folk songs and instrumental tunes performed in New England during the last fifty years. Printed and manuscript research material in the collection include song and dance tune compilations, broadsides, chap-books, songsters, as well as books and journals on folklife traditions in Europe and North America.

Middlebury cooperates with other libraries through a computer network; is a member of the Online Computer Library Center (OCLC), a system devoted to computer-assisted bibliographic services; and offers data-base searching through vendors such as BRS Informations Technologies, Wilsonline and DIALOG Information Services. An integrated computer-based system, providing online catalog consultation, circulation support, and other functions was installed in 1986.

Computer Facility

The Middlebury College Computer Center is now located on the first three floors of newly renovated Voter Hall. It's modern facilities contain the administrative, academic and library mini computers, 75 Macintosh and IBM personal computers and workstations and offices for academic and administrative computing as well as for the computer science faculty. The main user areas are open 24 hours a day with student consultants available during a large portion of this time.

The college provides open access computing to all students and faculty by means of a Digital Equipment Corporation VAX 11/785 running the VMS timesharing operating system, as well as approximately 200 Macintosh, Rainbow, and IBM personal computers in public user area clusters. Microcomputers in most clusters can access the academic VAX and the library VAX as well as act as stand-alone microcomputers. Clusters are located in a variety of areas on campus, including the Voter Hall Computer Center, the Science Center, Starr Library, Munroe Hall, Gifford Hall, Adirondack House, Warner Hall, Milliken Dormitory, Battell Dormitory, and North Dormitory. Dot matrix and laser quality printing are available. Three of the clusters double as microcomputer classrooms, for uses such as laboratories involving accessing the VAX for statistics, graphics, simulation, or programming; sharing writing experiences across a local area network; or using various types of educational courseware. Transfer of text files among the VAX, Rainbow, IBM and Macintosh computers is supported.

The academic VAX is used heavily, especially for courses and research in the natural and social sciences. Languages supported on the academic VAX include BASIC, C, FORTRAN 77, LISP, MODULA-2, Pascal, PROLOG, and VAX-11 Assembly Language; statistical packages include SAS, BMDP, and MINITAB; symbol manipulation packages include MACSYMA and MAPLE. The EUNICE operating system is also available.

In addition to the facilities available to the entire College community, there are computers involved in specific projects and subject areas. In the Science Center there are numerous computers in use for data acquisition and analysis, including a Digital Equipment Corporation Micro VAX II color workstation used for astronomical image processing. A Sun 4/280 file server with one Sun 4/110 Cobra color workstation, and ten Macintosh II workstations running A/UX (seven with color monitors), all of which are networked with the academic VAX via Ethernet, are available for computer science coursework and research, and graphics applications.

All students are encouraged to use the computing facilities for their regular course work and for their own projects. At any given time, students from all four divisions can be found working on a surprising variety of projects, from evaluating the validity of complex logical arguments for a philosophy assignment to displaying three-dimensional surfaces for a senior thesis to statistical analysis of data on the growth of the American economy to word processing in Russian. During the freshman orientation period, the computing facilities are introduced, and classes on word processing are offered. Students also have the opportunity to become very involved in computer usage on campus as computer consultants.

Middlebury students, in increasing numbers, are bringing their own personal computers to campus. The College provides computing support for these students, and this is most easily done when the computers are compatible with those brands of computers already in use on campus. The ongoing microcomputer resale program offers microcomputers for sale to full-time students, faculty, and staff, at greatly discounted prices, several times per year. Students on financial aid can receive an additional subsidy in line with their financial aid package, and all full-time members of the College community are eligible for interest free loans for the purchase of microcomputers. Students with microcomputers in their rooms can use them to access both the academic and library VAX.

Middlebury College is on the international computer network, BITNET. Any user of the academic VAX may communicate quickly and easily with colleagues and friends at other institutions on BITNET or on any of many other networks with gateways to BITNET.

Buildings

Atwater and **Davis Houses** (1975), a pair of wood frame dormitories of hyperbolic paraboloid design, each accommodating thirty students, are located immediately north of Cook, Freeman, and Hamlin Halls. They are named for the first two presidents of the College.

Adirondack House (1909) houses faculty offices, the Career Counseling and Placement Office, the Student Employment Office, the office of the Chaplain and the Black Cultural Center.

Administration Building (1836). The Old Chapel, built of grey limestone and for years used as the chief recitation hall, was remodeled in 1941. Here are located the Old Chapel Room and the offices of the President, Vice Presidents, the Treasurer, and Deans, the Comptroller, other administrative offices and two seminar rooms assigned to general academic use.

Allen Hall (1963) is constructed of slate from Fair Haven, the home of many years of Cecile Child Allen, '01, in whose memory it is named. It houses seventy students.

Battell Halls (1950 and 1955) are located on the approach to the Chateau and east of Pearsons Hall. They are constructed of grey limestone and house two hundred and fifty students. Their name honors the memory of Colonel Joseph Battell.

Bread Loaf Campus. Located twelve miles to the east of the Town of Middlebury, this extensive tract of land and group of buildings, comprised of an inn and surrounding cottages, was willed to the College in 1915 by Colonel Joseph Battell. It has since been augmented by the construction of a library, little theatre, and other housing accommodations; by the addition in 1977 by gift from Mrs. William H. Upson '15 and the estate of Mr. Upson of Earthworm Manor and its adjoining 180 acres of evergreen trees; and by a further gift of an anonymous donor, making possible acquisition of the Homer Noble Farm and the cabin where Robert Frost did most of his writing. Here also is located the Carroll & Jane Rikert Ski Touring Center. In 1985, 623 acres of heavily wooded lands adjacent to the Bread Loaf Campus was given to the College by Al Edwards, longtime friend of Robert Frost and Middlebury College.

Carr Hall (1951), located on College Street east of Forest Hall, is a two-story limestone building constructed in memory of Reid Langdon Carr '01, a former Trustee. Used for the Fine Arts Department for nearly twenty years, it was converted in 1968 to use as an infirmary, which was named the Parton Health Center in 1978 in memory of George F. Parton, Jr., M.D., the College's first Medical Director. Carr Hall also houses faculty offices.

The Chateau (1925). Middlebury College was a pioneer in the plan of the separate language house, where the residents use the foreign language exclusively while in the building. The Chateau is one of the oldest and still the largest "maison francaise" in the United States. Its architecture was inspired by the Pavillon Henri IV of the palace of Fontainebleau. The Chateau contains a larger salon and a Salon Louis XVI with authentic panels from the Hotel Crillon in Paris and furnishings of the period, a library, classrooms, offices, a dining room and rooms for forty-eight students.

Cook Society (1970), named after Reginald C. "Doc" Cook '24, Litt. D. '60, one of Middlebury's most distinguished faculty members who served on the faculty for forty years and as Director of the Bread Loaf School of English from 1946 to 1964. The Cook Society is one of three student society buildings which bring together the academic, dining and social programs of the College.

Charles A. Dana Auditorium, completed in September 1965, and renovated in June 1981, is named in honor of the late Mr. Dana, benefactor of the College. A 270-place auditorium equipped with 16mm and 35mm motion picture projection equipment, the facility functions as a part of the Sunderland Language Center and is used by the whole College for concerts, lectures, films and other academic and cultural events.

The Deanery. The acquisition and restoration of this brick building adjoining the campus, built about the time of the founding of the College, was made possible in 1966 by the gifts of an anonymous donor interested in restoring and preserving outstanding specimens of early American architecture. The Deanery is a guest house for visitors to the campus.

Forest Hall (1936) is a dormitory constructed of grey limestone and containing sixty-three student suites, attractive reception rooms and offices for Development and Alumni Operations. It was built with funds derived from the sale of a large acreage of mountain forest to the Federal Government.

Freeman Society (1970) is named after Stephen A. Freeman, Litt. D. '66, a faculty member and member of the Middlebury staff for over forty-five years, Director of the Summer Language Schools from 1946 to 1970, and Vice President from 1943 to 1963. The Freeman Society is one of three student societies which bring together the academic, dining, and social programs of the College, and in addition has a game room and late-night snack bar serving the entire campus.

Robert Frost Memorial. The cabin and other buildings which Mr. Frost used as his summer home in Ripton, adjoining the Bread Loaf Campus and known as the Homer Noble Farm, were acquired by the College in 1966 through the gift of a generous benefactor.

Gifford Hall (1940), a five-story grey limestone dormitory overlooking the campus and housing one hundred and fifty-eight students, was the memorial gift of the late Mrs. James M. Gifford, widow of a long-time Trustee of the College.

Hadley Hall (1969) is named after Egbert C. Hadley '10 LL.D. '68 who served on the Board of Trustees for over thirty years, twenty-four as Chairman of the Board, and who traced back a virtually continuous line of Trustees associated with his family from Thomas Abbott Merrill who joined the Board in 1806 after being a tutor at the College in 1804–05 through Peter Starr (member of the Board 1819–1860), Charles J. Starr (member of the Board 1855–1893), and M. Allen Starr (member of the Board 1898–1932). Hadley Hall is a residence for one hundred and thirty-two students located on a high ridge beyond Pearsons with magnificent views of the Adirondacks and the Green Mountains.

Hamlin Society (1970) is named after Cyrus Hamlin, President of the College from 1880 to 1885 and under whose administration women were first admitted to Middlebury. The Hamlin Society is one of three student societies that bring together the academic, dining, and social programs of the College.

Hepburn Hall (1916), the gift of A. Barton Hepburn 1871, is a five-story dormitory for one hundred and thirty-nine students, constructed of grey brick on one of the highest points of the campus. It was completely renovated and remodeled in 1958–59.

Christian A. Johnson Memorial Building (1968). The gift of the Christian A. Johnson Endeavor Foundation, presented by Mrs. Johnson in memory of her husband, expresses in its handsome and generous architecture Middlebury's deep commitment to the programs in Art and Music which are located in the building. A large recital hall, the Johnson Gallery for exhibits of art, studios for painting, design, graphics and sculpture, practice rooms for instrument and voice as well as a library and classroom facilities ring the great three-story exhibition hall. The building is located on the site of the former music studios south of Wright Memorial Theatre.

Kelly Hall (1971), a residence hall for seventy-seven students located on the western edge of the campus and commanding a superb view of both the Adirondacks and the Green Mountains, is joined to Lang Hall by connecting common rooms. Kelly Hall is named after Elizabeth Baker Kelly, L.H.D. '70, who served the College from 1946 to her retirement in 1970—most of that time as Dean of Women.

The John and Barbara Kirk Alumni House Conference Center (1979), named for John '39 and Barbara Turkington Kirk '41, is situated at the edge of the College's Ralph Myhre Golf Course, overlooking the Green Mountains. This remarkably versatile and comfortable building serves Middlebury alumni, as well as providing a focal point for the College's expanding emphasis on conferences and seminars.

Lang Hall (1971) is named after Fred P. Lang '17, LL.D. '71, Trustee of Middlebury College from 1940 until his death in 1975. "Ted" Lang served his alma mater in roles ranging from football lineman to Treasurer over a span of fifty years. Lang Hall accommodates sixty-one students.

Mead Memorial Chapel (1916). This colonial white marble structure of the New England meeting house type, the gift of John A. Mead 1864, stands on the highest eminence of the campus, and the light which shines nightly from its spire is a county landmark. Across its facade are chiseled the words "The Strength of the Hills Is His Also." The chancel has accommodations for a vested student choir and contains a pipe organ. In the tower is a carillon of 48 bells, gift of Allan R. Dragone '50 and his wife Jane, which are played daily by a student while the College is in session. The small Sunderland Memorial Chapel is used for private devotion and special services.

Milliken Hall (1969) is named after the late Gertrude Cornish Milliken '01, Ed. D. '47 who was the first woman to serve on the Board of Trustees of the College. Located on a high ridge north of Pearsons Hall with a commanding view along the Champlain Valley, it is a residence for one hundred and eleven students.

Munroe Hall (1941). Many departments have their classrooms and offices in Munroe Hall, the gift of the late Charles A. Munroe '96, a former Trustee. The exterior of grey limestone and marble trim conforms with the general colonial architecture of the older buildings.

North Dormitories (1986). Located at the north end of the campus it is a three unit, three story residence hall constructed of grey limestone. It houses 133 students. It was designed by Edward Larrabee Barnes.

Old Chapel (1836), built of grey limestone and for years used as the chief recitation hall, was remodeled in 1941. Here are located the Old Chapel Room and the offices of the President and Vice Presidents, the Treasurer, the Deans, the Comptroller, other administrative offices and two seminar rooms assigned to general academic use.

Painter Hall (1815) is the oldest college building in Vermont and a fine example of sturdy New England architecture. It bears the name of a founder and first benefactor of the College. Completely remodeled in 1987, it is a dormitory housing fifty-seven students.

Pearsons Hall (1911), a marble building of colonial design which commands a view of both the Adirondacks and the Green Mountains, is a dormitory for seventy students.

Porter Medical Center (1925) is a fully accredited hospital with a beautiful view of the Green Mountains, the gift of William H. Porter to the College, for use by the College and the residents of Addison County. The original buildings have been completely renovated and a substantial wing has been added. The Medical Center has a 45 bed capacity, modern equipment, graduate nurses always on duty, resident surgeons, and an Emergency Room staffed 24 hours a day.

Redfield Proctor Hall (1960), named in honor of the late Governor Redfield Proctor, Trustee and benefactor of the College, is the Student Center. It contains student lounges and offices, the College Store, the College Radio Station, Directors of Student Activities and of Food Service, two dining rooms and the Crest Room, a snack bar.

Ross Lounge, connecting Hadley and Milliken Halls, is named in honor of the late Eleanor S. Ross '95, Dean of Women from 1916 to 1944.

Science Center (1968). Located on the lower campus below Warner Hall, the Science Center houses the departments of Chemistry, Biology, Geology and Physics and the Science Library.

The Service Building and Heating Plant. Originally constructed in 1912, the Heating Plant has been increased in capacity and burns coal or oil to generate steam for distribution to all main campus buildings. The steam is also used to co-generate electricity. The Service Building has quarters for administrative and shop operations. The offices of Director of Operations, Business Manager, and the departments of Personnel, Purchasing and Buildings and Grounds are located here.

Starr Hall (1861) was erected to complete "Old Stone Row" — Painter, Old Chapel and Starr — and was rebuilt four years later after a fire. It was completely remodeled in 1946 and is a dormitory housing sixty-eight students.

Starr Library (1900), including also the Meredith Wing, the Abernethy Library and other collections, is described on page 236.

Neil Starr Shelter (1963) is described on page 242.

Starrfields. A gift of Egbert C. Hadley, '10, LL.D. '68 and Marjorie F. Hadley, this 46-acre property adjoining the Ralph Myhre Golf Course of Middlebury College serves as a guest house for visitors to the campus.

Stewart Hall (1956) is a modern dormitory of Vermont limestone containing accommodations for one hundred and fifty-two students in double rooms and an apartment for a resident. Located on the upper campus south of Hepburn Hall, it enjoys views of both the Green Mountains and the Adirondacks. It is named in recognition of the Stewart family's long history of service to Middlebury College.

Sunderland Language Center (1965), named in honor of the late Edwin S.S. Sunderland '11, Trustee and benefactor of the College, is the headquarters with offices of the Foreign Language Division and the Language Schools. Its modern audio-visual classrooms and the Freeman Laboratory comprising recording and transmission studios, connecting with sixty-one cubicles equipped with devices for individual language study, make this the finest Language Center in the country.

Alexander Twilight Hall, at the foot of the college hill near Middlebury's village center, was built in 1867 and used until 1982 as a Middlebury public school. The College purchased and completed renovations in 1986. It houses the offices of the Classics, Philosophy and Teacher Education departments, and the programs in Linguistics and Japanese. Extensive classroom facilities include a 109-seat auditorium also used for film/video screenings, including the College St. Film/Video Series. The College Information Center on the ground floor provides information and directions to visitors to the campus. Twilight Hall's name honors Alexander Twilight (Class of 1823), the first black graduate of Middlebury College – in fact, of any U.S. college; he later made his career as a teacher and minister in Vermont.

Voter Hall (1913) is named after the late Perley C. Voter, for many years Professor of Chemistry at the College. Voter Hall, after a major renovation in 1988, serves as the home of both academic and administrative computing as well as a residence hall for 25 students who live in suites.

Warner Science Hall (built in 1901 and completely renovated in 1977) houses the lecture rooms, laboratories, and offices for Psychology, Geography and Mathematics. It was built through the benefactions of Ezra J. Warner, 1861, as a memorial to his father, once a Trustee of the College. A greenhouse has been added to the equipment for the courses in botany.

The Emma Willard House (acquired in 1959), where Emma Hart Willard established her Female Seminary in 1814, is occupied by the offices of the Dean of Admissions and Director of Financial Aid.

Wright Memorial Theatre (1958) includes a 400-seat proscenium theatre, a computerized lighting system, a scene shop, dressing rooms, green room, classrooms and offices. The building is named to honor Charles Baker Wright, Professor of Rhetoric and English Literature at Middlebury from 1885 to 1920.

Athletic Facilities

The World War II Memorial Field House, erected in 1949 and extensively renovated and enhanced in 1982, is a building 400 feet by 120 feet, located on South Main Street. Adjacent are Paris Fletcher Field House and Porter Field, Wilson Field, and the Fred D. Lang Memorial Field. **The Arthur D. Pepin '47 Gymnasium** accommodates basketball courts, dances, badminton and volleyball courts. The field house also includes the **Walter "Duke" Nelson Ice Arena**, tennis courts, the Caswell Weight Room, the Kolligian Training Room, offices for members of the departments of Physical Education and Athletics, and shower and locker rooms for men and women students. Immediately adjoining are three outdoor platform tennis courts.

Paris Fletcher Field House (1974) is connected with the Memorial Field House and provides an unbroken span of 42,250 square feet of playing and exercise space. It is named in honor of Paris Fletcher '24, LL.D. '76, an emeritus member of the Board of Trustees. Basically a covered playing field, it serves a wide variety of coeducational uses, for physical education classes and recreational, intramural and intercollegiate sports. The building contains one racquet ball and six squash courts, and a one-ninth mile indoor track.

Beyond Paris Fletcher Field House is the **Ralph Myhre Golf Course of Middlebury College,** an eighteen-hole automatically irrigated course owned and operated by the College. Shower and locker rooms, a pro shop, a snack bar and lounge space are provided in the John and Barbara Kirk Alumni House Conference Center overlooking the course.

The 3.5km John "Red" Kelly '31 Trail was built around the course in 1976. It is lighted in the winter for night cross-country skiing and used at other times of the year for jogging and cross-country running.

The Porter Athletic Field area of about eighty acres contains a quarter-mile cinder track, a baseball diamond, the football field, bleachers and playing and practice fields for both men's and women's teams. The Fred Davis Lang Memorial Field, situated east of the Memorial Field House, consists of approximately four acres of playing fields available only for intramural sports. The Wilson Field, given by the late Colonel Joseph A. Wilson '16, is used primarily for soccer and lacrosse contests. In 1981 four new fields south of Fletcher Field House were added to the complement of practice and playing fields. Sixteen outdoor tennis courts are located on the main campus and three at Bread Loaf.

The mountain campus includes the **Middlebury College Snow Bowl** containing a 4250-foot triple chair lift, a 4200-foot double chair lift, an 1800-foot double chair lift, and fourteen trails and slopes. In the fall of 1984, snow making equipment was installed to assure skiing as soon as the cold weather arrives. The **Neil Starr Shelter,** which serves as a base building, contains first aid and food service facilities and a library reading room. Its glass-walled main floor, balcony and terrace afford a magnificent view of the lifts and slopes. Cross-country ski trails connect the Snow Bowl with the Bread Loaf Campus, where the **Carroll and Jane Rikert Ski Touring Center** is located with 50 kilometers of cross-country ski trails including a 15-kilometer racing trail.

McCullough Gymnasium (1912) contains facilities for dance, and other indoor activities. Offices, lecture room and locker rooms are included.

The Arthur M. Brown Swimming Pool (1963), meeting N.C.A.A. competition requirements, is for the use of the entire College. It was added to the McCullough Gymnasium through the generosity of Mr. and Mrs. John Kruesi and a bequest of Malcolm T. Anderson '25, and is named for Arthur M. Brown, Director of Athletics from 1918 to 1956.

Expenses and Financial Assistance

Expenses

A fairly accurate estimate of the cost of a year at Middlebury may be made from the following list of standard charges for 1988–89:

Comprehensive Fee	$17,000
Student Activities Fee	80
Health Insurance (optional)	146

It is estimated that for the average student additional personal expenses including books and supplies amount to $1370. Travel expenses must also be considered.

It is the College policy to meet the full demonstrated financial aid need of as many students as resources will permit. The Office of Financial Aid advises students on the procedure for applying for financial aid. The Student Employment Coordinator will assist students in finding remunerative jobs both on and off campus.

The Comprehensive Fee includes tuition, room, board, health services and certain fees in respect to special obligations of the College. Credits for students excused by the Dean of Students from residing or eating in college facilities will be $1400 room and $1600 board.

The Comprehensive Fee covers the entire academic year and, if possible, parents are encouraged to pay it **in August.** As one of several installment arrangements available, the Fee may be billed in halves, the first **due August 15,** and the second **January 16.** A charge may be made for late payment. The applicable portion of matriculation and re-enrollment deposits, financial aid grants, and student loans that have been awarded and accepted, and of any payments received in advance from such sources as Insured Tuition Payment Plan appear as credits on term bills, as do the aforementioned credits for those not residing or taking their meals in College facilities.

For graduate and special students, tuition is charged at the single course rate of $1500. For students doing work in practical or applied music, the established fee for private instruction will normally be assessed. An administrative fee of $100 will apply to each 555 Course which the Administration Committee approves.

Each matriculating student is issued an identification card intended to serve for his entire undergraduate course. When, on authorization of the Dean of Students, a lost identification card is replaced, a charge of $5 is made.

A rebate of $48 per week may be allowed for absence from dining halls for two consecutive weeks or longer up to a maximum of $400 per semester when prior notice of such absence is given to and approved by the Dean of Students, subject to proration if the student is receiving any federal financial aid as set forth in detail in the fourth paragraph below.

No refund of fees is made in the case of dismissal. In other cases of absence or withdrawal, refunds may be considered in accordance with the policy below. A student who withdraws voluntarily from College after classes begin is refunded for board only at $24 per week.

Students who withdraw for medical reasons or serious emergencies shall forfeit the enrollment deposit of $200 but may receive refunds as follows:

1st week of term	80% of additional charges
2nd	60%
3rd	40%
4th	20%

Applications for refund should be submitted to the Dean of Students and to the extent granted will be remitted by check from the Comptroller to the person who paid the charges to which the refund is applicable (the person financially responsible).

To the extent any refund authorized represents in whole or in part the proceeds of any federal financial aid (Pell Grant, Guaranteed Student Loan, Supplemental Educational Opportunity Grant, Parent Loans for Undergraduate Students, Auxiliary Loan to Assist Students, etc.) the amount of the refund to be returned to each of these programs, as well as to the person financially responsible, will be based on the applicable federal refund formula. The applicable portions of such refunds will be returned directly to the sources from which the funds were originally received (e.g., the the person financially responsible, the bank, the federal government, etc.) and the borrower will be given written notification of any amounts so returned to the bank on his loan.

A fee of $150 is charged students who repeat the General Examination or who resubmit their thesis and who are not enrolled in the College.

Entering students pay $200 when notifying the Admissions Department of their intent to matriculate. This deposit will be applied to the charges of the first term and is not refundable. Returning students pay a re-enrollment deposit of $200 in the Spring to be applied to the charges of the succeeding term and to be forfeited if the student fails by June 15 to notify the Dean of his intention not to return for the succeeding term.

Students may not receive grades nor expect honorable dismissal until all financial accounts are settled.

The right is reserved to change quoted charges if necessary. The College assumes no responsibility for loss of student property through fire, theft, or disappearance.

The College issues a transcript of record on request to students wishing to transfer or to secure a statement of their course credits for any other purpose. One copy of the college record is furnished free. A fee of two dollars is charged for a duplicate of the transcript. To students who are financially indebted to the College no transcript will be issued until satisfactory arrangements have been made with the Comptroller. No fee is charged for transcripts submitted to any branch of the Armed Services.

Financial Aid

The aim of the College's financial aid program is to enable qualified students to attend Middlebury regardless of the family's financial resources. In recent years, the College has provided aid to all students with financial needs to the full extent of their demonstrated need. Students should not hesitate to apply for aid. Students apply for financial aid for each year they attend Middlebury. Generally speaking, eligible students may receive aid for four years (or its equivalent) at Middlebury or at a Middlebury approved program.

Middlebury uses the services of the College Scholarship Service, an organization that collects and analyzes family financial data in a uniform way. Using information from parents' tax returns and other explanatory materials the family may submit, the Director and the Office of Financial Aid staff arrive at a determination of a student's need.

Prospective freshmen must complete the Middlebury College Financial Aid Application that is included in the Admission application. The family should file the Financial Aid Form (FAF), Side I and Side II, with the College Scholarship Service by February 1. These forms are readily available at most high school guidance offices or can be obtained from the Middlebury Office of Financial Aid. Applicants should also send a complete copy (all pages) of their parents' and their own most recent Federal Tax return, including business returns if filed. Students seeking entrance under the Early Decision plan should request special instructions concerning financial aid at the time they make their application for admission.

Upperclass students who are applying or re-applying for aid may obtain the Financial Aid Form (FAF) and a Middlebury Application for Financial Aid from the Office of Financial Aid; both should be filed by March 1. Together with the complete copies of the parents' and student's tax returns, these forms give the basic documentation of a family's financial resources.

In addition to the substantial grant funds generated from the College's own endowments and from alumni gifts, Middlebury has funds available from the Carl Perkins Loan (formerly the National Direct Student Loan), College Work-Study and Supplemental Educational Opportunity Grant programs. Eligibility for these funds is determined by federal regulation and the Office of Financial Aid. All students are expected, as a matter of routine, to apply for the Pell Grant and to their State Grant Program if they expect to be considered for grant assistance from Middlebury. Another source of financial aid, Guaranteed Student Loans, is processed by the Office of Financial Aid. Aid packages are typically a combination of grants, loans and work.

In addition to what is expected from a student's parents, there is the assumption that students will take on responsibility for their education in two distinct but complementary ways. First, each student is asked to contribute from his or her personal savings, summer earnings and any other personal resources at his or her disposal. Second, a student must also meet a self-help requirement during the academic year. The net summer earnings expectation for 1987–88 is $950 for entering freshmen and $1,050 for all other students.

Generally the self-help requirement is met through a combination of loan and employment during the academic year. The staff in the Office of Financial Aid can help advise students about options that range from the possibility of earning more than the usual summer expectation to an on-campus job to borrowing to meet the full self-help requirement. While the College's resources are not unlimited, we make every reasonable effort to see that jobs are available for students who wish to work during the academic year; for those few who may not borrow under the federal loan programs, we also have a limited amount of loan funds to assist them.

A student whose family level of financial need is great may qualify for a supplemental grant that replaces the loan component of the self-help requirement. College grants and scholarships are credited directly to a student's bill; Pell and state grants for which a student is eligible are credited as the funds are certified as available (Pell) or the check arrives from the state grant agency. Students are reminded that the College will not replace any federal or state grants that are not received due to a student's failure to apply.

The more detailed booklet, "Financing Your Middlebury College Education," is available through the Office of Financial Aid. It presents facts and figures on those students receiving aid at Middlebury, sample cases of "typical" financial aid applicants and also outlines the regulations and application procedures in considerable depth. Any additional questions concerning financial aid should be addressed to the Office of Financial Aid, the Emma Willard House.

As a matter of course, the Middlebury Financial Aid Policy complies with the 1964 Civil Rights Act and Section 504, Rehabilitation Act of 1973. It does not discriminate on the basis of race, color, sex, religion, handicap or national or ethnic origin.

Scholarships

All named, endowed, and expendable scholarships are awarded on the basis of financial need. A student must be eligible to receive financial aid in order to be considered. Eligible students are selected through the Office of Financial Aid.

Named and Endowed Scholarships

The following is a list of endowed and other named scholarships at Middlebury College. Candidates for financial aid need not apply for a specific grant. By applying for financial aid, an applicant will automatically be considered for an award from the appropriate scholarships listed below or from the general scholarship fund.

The Charles A. Dana Scholarships are available to qualified sophomores, juniors, and seniors. The purpose of these scholarships is to identify and encourage students of good character with strong academic backgrounds who have given evidence of potential leadership traits during the freshman year. The scholarships range from an honorarium of $100 for those without financial need to the full need for those requiring such support. Each year approximately fifteen new Charles A. Dana Scholars are selected. These scholarships are among the highest honors which are awarded to students.

Harold E. Adams Scholarship Fund. Established in 1981 by the bequest of Harold E. Adams '17. Income to be used in support of financial aid.

Betty Jean Aitchison '45 Scholarship Fund. Established in 1975 under the will of Adam G. Aitchison in memory of his daughter, Betty Jean Aitchison '45. Income to be used to provide annual scholarships for worthy women students without regard to race, color, or creed.

The George I. Alden Trust Scholarship Fund. Established in 1982 by a challenge grant from the George I. Alden Trust. Income to be used annually for deserving juniors and seniors studying Mathematics and Science.

The Cecile Child Allen Student Aid Fund. The income to be awarded to one or more junior or senior women who need financial aid, and who are "the kind of women that Middlebury would be proud to see represent the College in the outside world."

The Alpha Chi Scholarship Fund for Women. Established in 1982 by gifts of alumni and friends of the College to commemorate the influence of women at Middlebury during the past one hundred years and especially those women who were members of Alpha Chi from 1883 through 1926. Income to be used in support of financial aid for women.

Borden and Louise Roberts Avery '39 Fund. Established in 1974 by Mr. and Mrs. Borden Avery, both of the Class of 1939, income to be used for partial tuition scholarships to promising young people from middle income families who need some aid. Students from Vermont are to have preference.

The William N. Badgley '61 Memorial Scholarship Fund. Established in 1981 by Muriel Selden Paris. Income to be used annually for scholarship aid for needy and worthy students.

The Cornelia W. Bailey Fund. Established in 1929 under her will for students of the Protestant faith, residing in Vermont.

The Baldwin Fund. Received in 1871 from the estate of John C. Baldwin, Esq., of Orange, N.J., for men.

Baltic Scholarship Loan Fund. Established in 1984, to be administered by the College's financial aid office for the benefit of students of Baltic descent including, without limitation, the countries of Latvia, Lithuania and Estonia.

The Frieda Derdeyn Bambas Scholarship. Established in 1982. Income to be awarded annually to a deserving student of the French School who shows exceptional ability and interest in French.

The Cesare Barbieri Endowment Fund.

The Joseph Battell Scholarships. $100 awards annually, for worthy young women of Addison County.

The Ludwig C. Baumann '53 Memorial Scholarship Fund. Established in 1976 by the gifts of Ludwig E. and Elizabeth P. Baumann in memory of Major Ludwig C. Baumann, USAF, lost in the service of his country in Vietnam on January 30, 1969.

The Beckwith Scholarship Fund. Established in 1985 by a gift of Edith Lee Beckwith '44 and Kenneth R. Beckwith '41 at the time of the 45th Reunion of the Class of 1941. Income to be used in support of financial aid for deserving students from the State of Vermont with preference given to students of Addison County.

Carmella J. Belmont Scholarship Fund. Established in 1983 in memory of Carmella J. Belmont by her daughter, Loretta R. Godfrey-Belmont. Income to be used to provide financial aid to a worthy entering female student for her four years at Middlebury College.

Lorenzo P. Belmont Scholarship Fund. Established in 1983 in memory of Lorenzo P. Belmont by gift of his daughter, Loretta R. Godfrey-Belmont. Income to provide financial aid to a worthy entering male student for his four years at Middlebury College.

Loretta R. Godfrey-Belmont Scholarship Fund. Established in 1983 in memory of her husband. The income to be used for financial aid for a worthy recipient to be used for his/her four years at Middlebury College.

Lea Z. Binand Scholarship Fund. Established in 1956 by Mrs. Stella L. Christie. Income to be used annually for scholarship aid in the French Summer School.

Edward L. Bond Jr. Memorial Scholarship Fund. Established in 1962 in memory of Edward L. Bond Jr. '62 by his parents and friends. Income is used to aid a deserving junior or senior man possessing the qualities of campus citizenship and leadership exemplified by Ted Bond '62.

The Borgia Scholarship Fund. Established in 1986 by Jan Borgia for scholarship aid to graduate students in the Spanish School.

Boston Middlebury Alumni Association Scholarship Fund. Established in 1978. Income to be used for annual student aid with first preference given to Boston area residents.

The Ezra Brainerd Scholarship. Established in 1961 by gift of Ezra Brainerd, Jr., in memory of his father, Ezra Brainerd, Class of 1864, President of Middlebury from 1885–1908. Income is used to aid a deserving student, preferably one who is a resident of Vermont.

The Charles D. Brakeley Scholarship Fund. Established in 1981 by the gifts of Clark W. Hinsdale III '78 and his parents to honor "Pete" Brakeley on the occasion of his retirement as Director of Financial Aid. Annual income to be available as a discretionary fund administered by the Director of Financial Aid for emergency student aid needs.

The Bread Loaf Writers' Conference Endowment Fund. Established 1960 by the gifts of Writers' Conference attendees and friends. Income used to provide fellowships, lectureships and scholarships at each year's session of The Bread Loaf Writers' Conference.

Margaret T. Bridgman Memorial Fund. Established in 1974 by her husband and friends. Income to be used for student aid at the Bread Loaf Writers' Conference.

The Elbert S. and Anna H. Brigham Scholarship Fund. Established in 1953. Income to be used for scholarship awards to deserving men or women students who are residents of the State of Vermont. Tenable for four consecutive years.

Walter E. Brooker '37 and Barbara Carrick Brooker '40 Scholarship Fund. Established in 1981 by gifts of members of the Board of Trustees of Middlebury College in recognition of more than twenty-five years of service, dedication and commitment to the goals and ideals of Middlebury College.

Jane Tinkham Broughton Fellowship Fund. Established in 1981 by the gift of William G. Broughton. Annual income to be used to support The Jane Tinkham Broughton Fellowship in Writing for Children at the Bread Loaf Writers' Conference.

Russell D. Brown '29 Memorial Scholarship Fund. Established in 1976 by bequest of Russell D. Brown '29. Income to be used for scholarship aid.

Gladys M. Caldwell '28 Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born female citizen of the USA.

The Canadian Honors Scholarship Fund. Established in 1980 as an expression of thanks to the Canadian people for the courageous and neighborly action of the Canadian Embassy in behalf of the six Americans brought out of Iran. Income to be used to assist Canadian citizens studying at Middlebury College and at its Bread Loaf School of English, at its Summer Language Schools or at Middlebury degree programs at Florence, Madrid, Moscow, Oxford and Paris.

Salvatore J. Castiglione Scholarship Fund. Established in 1972 by Italian School Alumni. Income to be used annually for scholarship awards to worthy students in the Italian Schools.

Juan A. Centeno Memorial Fund. Established in 1949 by students of the Spanish School. The income is used to provide a scholarship for a worthy student in the Spanish School.

Stella Christie Scholarship Fund. Established in 1945 by Mrs. Perla P. Conover, the income to be awarded as scholarship aid to deserving students in the French Summer School.

The Charitable Society Fund. Established in 1832, for men.

Class of 1918 Scholarship Fund. Established in 1978 by gifts of the Class at the time of the 60th Reunion. Annual income to be used for a Class of 1918 Scholarship award to a deserving and needy student.

Class of 1927 Scholarship Fund. Established by the class of 1927 at the time of their 55th reunion in honor of Coach Arthur M. Brown. Income to be used in support of financial aid.

Class of 1930 Scholarship Fund. Established in 1976 at the 50th class reunion. Income to be used in support of financial aid.

Class of 1936 100th Reunion Scholarship. To grow until 2036, at which time the income is to be used for scholarship aid to worthy and needy students.

Class of 1937 Fund. Established in 1962 by the Class of 1937 at its 25th Reunion. Annual income designated for scholarships at the 40th class reunion in 1977.

Class of 1947 Memorial Scholarship Fund. Established in 1978 at the 30th class reunion. Income to be used in support of financial aid with preference given to students from middle income families.

Class of 1948 Scholarship Fund. Established in 1978 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1949 Scholarship Fund. Established in 1979 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1950 Scholarship Fund. Established in 1980 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1951 Fund. This Fund was established in 1976 at the 25th class reunion. Income to be used in support of financial aid with preference given to sons and daughters of alumni from middle-income backgrounds.

Class of 1952 Scholarship Fund. Established in 1977 at the 25th class reunion, income to be used in support of financial aid with preference given to students from middle-income families.

Class of 1953 Scholarship Fund. Established in 1978 at the 25th class reunion. Income to be used in support of financial aid with preference given to qualified descendants of members of the class.

Class of 1955 Scholarship Fund. Established in 1980 at the 25th class reunion. Income to be used in support of financial aid.

Class of 1956 Scholarship Fund. Established in 1981 at the 25th class reunion. Income to be used in support of financial aid.

Class of 1963 Scholarship Fund. Established in 1978 at the time of the 15th class reunion. Income to be used in support of financial aid.

Class of 1982 Scholarship Fund. Established in 1982 at the time of graduation. Income to be used in support of financial aid.

Class of 1983 Scholarship Fund. Established in 1983 at the time of graduation. Annual income and augmenting gifts to be added to the principal until the total endowment is $10,000. At that time, the annual income is to be awarded to a student in need of financial assistance.

The Chester H. Clemens '33 Memorial Scholarship Fund. Established in 1973 by gifts of family, classmates and friends in memory of Chester H. Clemens '33. Income to be used annually for scholarship awards to worthy young men and women.

The Chester H. Clemens '33 and Eleanor B. Clemens '32 Fund. Established in 1971 by the late Chester H. Clemens '33. Subject to reservation of life income.

Winifred Coffin and Beatrice Taft Scholarship Fund. Established in 1969 by the bequest of Miss Beatrice K. Taft of the Class of 1900 in her name and that of her twin sister, Mrs. Winifred Taft Coffin of the Class of 1900. Income to be awarded to a deserving girl from New Hampshire.

Almy D. Coggeshall '40 Scholarship Fund. Established in 1974 by Almy D. Coggeshall '40.

Colby Fund. Established in 1970 by the bequest of Mabel Colby. Income to be used for deserving and needy students from the towns of Lincoln, Sudbury, Orwell and Bristol, Vermont. The student selected for this aid shall be chosen from the towns in the foregoing order.

Jesse Connor Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born male citizen of the USA.

Louise Hasbrouck Connor Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born female citizen of the USA.

Reginald L. Cook '24 Memorial Scholarship Fund. Established in 1984 by family and friends in memory of Professor Cook who taught at Middlebury College from 1929–69. Annual income is to be used for scholarship awards with preference given to students majoring in American Literature.

Reginald and Juanita Cook Scholarship Fund. Established by gifts from alumni and friends of the Bread Loaf School of English. Income to be used for scholarships at the Bread Loaf School of English.

Edward Cooperstein '46 Scholarship Fund. Established in 1972 by Edward Cooperstein '46. Income to be awarded annually to worthy students.

Kay Corrigan Scholarship Fund. Established in 1966 by a bequest under the will of Miss Agnes T. Danehy. Income to be used for scholarship awards to deserving women students in the College who exemplify the character of Kay Corrigan, '56.

The Ruth C. Cowles '24 Scholarship Fund. Established in 1980 by the bequest of Ruth C. Cowles '24 for scholarships for women.

The Annie L. Cox Scholarship Fund. Established for a worthy student manifesting decided ability in some line of study, preferably a student of Italian parentage.

George C. Dade '15 Memorial Scholarship Fund. Established in 1965 by the gift of Mrs. George C. Dade to provide scholarship aid for worthy young men and women.

The Charles A. Dana Scholarship Fund. See first page of scholarship listings.

John F. Darrow '37 Memorial Scholarship Fund. Established in 1982 by gifts of his widow, Genevieve Darrow, and his business associates in the paper industry. Income to be used each year for a scholarship award to an undergraduate majoring in Economics.

The Sam P. Davis '21 Fund. Established by the gifts of Sam P. Davis '21 in 1966. Income to be used in support of emergency student aid.

The Wilfred E. Davison Scholarship Fund. Established in 1936 by bequest of Frank P. Davison of Cabot, for men.

Clifford T. Day Undergraduate Scholarship Fund. Established in 1970 by the bequest of Clarence T. Day. Income to be used to assist an undergraduate male student who maintains good grades and has evidence of good character and future leadership.

Pauline Feicht Decker Memorial Scholarship Fund. Established in 1984 by Harry Decker. Income to be used to assist students attending the Bread Loaf School of English.

The Alcide De Gasperi Scholarship Fund. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The Dr. Ralph B. DeLano Scholarship Fund. Established in 1950. Subject to a reservation of life income.

Delta Kappa Epsilon Scholarship Fund. The income to be awarded to a member of the Delta Kappa Epsilon Fraternity at Middlebury College, or lineal descendants.

Jake Booth Devins Scholarship Fund. Established in 1987 by Donald F. Booth '58 in honor and memory of his grandson, to provide financial assistance for a deserving minority student.

Frederick C. Dirks '30 Scholarship Fund. Established in 1978 by gift of Frederick C. Dirks '30. Income to be used for a scholarship award to an undergraduate majoring in the field of Economics.

'45 Discretionary Scholarship Fund. Established anonymously in 1973. Income to be used annually for partial tuition scholarships to young people whose attendance will contribute to broadening the socio-economic composition of the student body attending Middlebury. Thus, it is not intended primarily to assist those in severe financial need, but is to be utilized to influence the mix of students attending Middlebury by assisting those who need at least some financial aid.

Constance Barker Diss Student Aid Fund. Established in 1967 by a bequest under the will of Mrs. Constance Barker Diss, 1900. Income to be used for financial aid to deserving students.

The Kathleen C. Downey Memorial Scholarship Fund. Established in 1981 by the gifts of family and friends in memory of Kathleen C. Downey, M.A. (1962). Annual income to provide scholarship assistance to a student at the Bread Loaf School of English.

The Erwin Ewald Drost Memorial Fund. Established in 1944 by Mrs. Marguerite Jahr, Mrs. Winnie Wiesenthal, Mrs. Clara Comstock, and Miss Emma C. Drost, in memory of their brother, Erwin Ewald Drost, class of 1924.

Dean S. Edmonds Scholarship Fund. Established in 1953. Income from fund to be used by Middlebury College as it shall determine as financial aid to students at Middlebury College, giving preference to male students and to students of the sciences, more particularly physics, including electronics.

The Eunice S. Eldridge '11 Scholarship Fund. Annual income to support scholarships for students preparing to be teachers.

Grace M. Ellis Scholarship Fund. Established in 1966 by the Worcester County Alumnae Association in memory of Grace M. Ellis. Income to be used each year for a scholarship award to a woman undergraduate with preference to a woman from Worcester County, Massachusetts.

Sidney Ender Scholarship Fund. Established in 1974 by Sidney Ender. Income to be used for scholarships for Canadians with preference for students from Quebec.

The Jerome C. and Debora M. Eppler Scholarship Fund. Established in 1977. Annual income is to be used to provide financial aid to needy and worthy students at Middlebury College.

The Katherine Ball Everitt '17 Memorial and Helen E. Law Scholarship Fund. Established by George L. Everitt.

The Fairbanks Scholarships. Established by Thaddeaus Fairbanks, Esq., of St. Johnsbury, for men.

The Margaret Grant Fielders Endowed Scholarship at the Bread Loaf School of English. To be awarded to a student, male or female, young or old, who comes to Bread Loaf for the love of learning and the joy of reading and writing. This student should possess a life-long commitment to the ideals of liberal arts, and loyalty to the unique and pervasive spirit of the Bread Loaf School of English.

The Peter Stanley Firestone Memorial Scholarship Fund. Established in 1986 by Julie Nelson Firestone '63. Annual income to be used in support of financial aid to deserving students.

Allan T. Fisher '75 Memorial Scholarship Fund. Established in 1983 by family and friends.

The John Albert and Sophia Warner Fletcher Fund. Established in 1977 by gift of Paris Fletcher '24 to honor his father and mother. Income to be used preferably for students from middle income families.

Rollo J. Francisco Scholarship Fund. Established under the will of the late Rollo J. Francisco of Rutland, Vermont, in 1951.

E. Chester "Ben" Franklin '21 Scholarship Fund. Established in 1962 by Miss Helen A. Franklin in memory of her brother. First preference is to be given to descendants of Ernest Chester Franklin and then to undergraduates maintaining high academic standards and participating in the athletic program of the College.

The Stephen A. and Ruth H. Freeman Scholarship Fund. Established in 1982 by gifts of their children. To be awarded annually to candidates selected by the financial aid office in cooperation with the Vice President for Foreign Languages to either graduate or undergraduate students showing exceptional interest and ability in a foreign language for personal or professional reason either at Middlebury during the academic year or in the Middlebury summer session or at one of our Schools Abroad.

The French Center in New England Fund. Established in 1976 by the gift of the French Center in New England. Income to be used annually to provide scholarships for students studying at the Middlebury French School who are French teachers or are seeking professional preparation as future teachers of French.

Robert Frost Fellowship at the Bread Loaf Writers' Conference. Established in 1978 by CBS Inc. Income to provide a fellowship to be awarded annually to a promising young poet.

Eben J. Fullam Scholarship Fund. Given in memory of Eben J. Fullam of the class of 1895 by Mrs. E. J. Fullam of Springfield, Vermont.

Alice Brooks Fuller Scholarship Fund. Established to aid worthy women preferably from Worcester County, Massachusetts.

John Hamilton Fulton Memorial Scholarship Fund. Established in 1964. Income to be awarded as named scholarships to qualified students, with preference given to those who are graduates of Athens College, Greece, and for those of Scottish parentage who are graduates of schools located in Scotland.

Dr. Clyde G. Fussell '25 Memorial Scholarship Fund. Established in 1987, the recipient is to be a good scholar majoring in English or History, with preference given to a graduate of Spaulding High School, Barre, Vermont.

The Marion Gallagher Scholarship Fund. Established in 1977 by the bequest of Judge Elbert T. Gallagher '23. Annual income to be used to provide scholarships for worthy students.

The Gannett Family Scholarship Fund. Established in 1975 by David Gannett '62, family, friends and classmates in memory of Barbara Everard Gannett, Class of 1961. Income to be used for partial scholarship to students from middle income families living in the Northwest section of the United States with preference to a woman.

Leon and Una Gay Scholarship Fund. Established in 1964 by Leon S. Gay, income to be used for scholarships with preference to be given to students who are residents of the State of Vermont.

The William W. Gay Fund. Established in 1929 by the gift of Mrs. Frederic F. Van de Water, Jr., in memory of her father, William W. Gay, class of 1876.

Joan F. Giambalvo Scholarship Fund. Established in 1973 by Miss Adeline G. Giambalvo. Income to be used annually for scholarship aid in the Italian School.

Edward N. Gosselin Scholarship Fund. Established in 1966 by Edward N. Gosselin, '15. Income to be used for scholarship awards to a senior or junior, or both, with priority to candidates from first: Rutland County, Vermont, second: State of Vermont, and third: State of Illinois.

Rosamond F. Granger Scholarship Fund. Established in 1985 by a trust of the late Alfred Granger in memory of Rosamond F. Granger.

The Egbert C. Hadley '10 Scholarship Fund. Established in 1980 by the gift of Carol Bracken '79 and her father, Jim L. Bracken, to record the inspiration Carol received from her association with Egbert Hadley. Income to be awarded annually to a Middlebury student.

Ivan D. and May W. Hagar Scholarship Fund. Established in 1972 under the wills of May W. Hagar and Ivan D. Hagar '09. Income to be used annually for scholarships.

Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund. Established in 1965 by H. Blakely Harris in memory of his grandparents. Income to be used for scholarship awards to worthy students.

The Homer and Katherine Harris Fund. Established in 1965 by Mr. and Mrs. Homer B. Harris, '20 and '18, subject to reservations of life income, after which principal will be added to the Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund and the income used by and in support of the College for scholarship awards to worthy students.

Joel B. Harris Scholarship Fund. Made available in 1937 under an annuity contract with Charles P. Harris, for the benefit of male students of the College.

Benjamin L. Haydon Scholarship Fund. Bequest under the will of Elsie Haydon Cornell. Income to be used for Middlebury College scholarships. Benjamin L. Haydon graduated from Middlebury College in 1897.

The Charles B. R. Hazeltine Fund. Established in 1923 for assisting worthy students.

The Burt A. Hazeltine Memorial Scholarship Fund. Established in 1976 by an anonymous gift to honor Burt A. Hazeltine, who served Middlebury College with distinction as Professor of Mathematics from 1924 to 1956, and as Dean of Men from 1926 to 1939. Annual income to be used to provide scholarship assistance to needy and worthy students with preference given to those majoring in mathematics.

Richard A. Heine Memorial Scholarship Fund. Established in 1964 in memory of Richard A. Heine '64 by his parents and friends to assist a deserving undergraduate at Middlebury to complete his education.

The Waldo H. Heinrichs Scholarship Fund. Established in 1956, the income to be awarded to a man or woman in the sophomore year for use in the junior year.

Dr. Walter H. Hellmann '24 Scholarship Fund. Established in 1981 by Dr. Walter H. Hellmann '24. Income to be used annually for scholarship award to a deserving student in the junior or senior class with preference for award to one intending to become a teacher of physics.

Elizabeth A. Hickcox and Frank B. Hickcox Memorial Scholarship Fund. Established in 1965 by members of the Hickcox family, and friends.

Laurence B. Holland Memorial Scholarship Fund. Established in 1980 by family and friends. Income to be used for scholarships at the Bread Loaf School of English.

The John A. Howe Scholarship Fund. Bequeathed by John A. Howe, Esq., class of 1853; the income first available for the descendants, and then under certain conditions for students from Poultney.

Moses G. Hubbard '13 Scholarship Fund. Established in 1969 by the bequest of Moses G. Hubbard '13. Income to be used as scholarships or other financial assistance to deserving students.

Mary Stone Hunt '15 Scholarship Fund. Established in 1981 by the bequest of Mary Stone Hunt '15. Income to be used for a scholarship for a graduate or graduates of Vergennes High School.

The Lauren Husted Scholarship Fund. Established in 1985, in memory, by her parents and friends and the Colorado Authors' League. Scholarship to be awarded to a resident of Colorado, who applies to the Bread Loaf Writers' Conference and who meets the criteria established by the Conference for scholarship recipients.

Merrill L. Jenkins '15 Scholarship Fund. Established in 1973 by the bequest of Mrs. Florence E. Jenkins in memory of her husband. Income to be used for scholarship award as a part of the general scholarship program.

Christian A. Johnson Memorial Scholarship Fund. Established in 1964, for upperclass students with preference being given to those majoring in Economics.

The Charles S. (Casey) Jones '15 Scholarship Fund. Established in 1977 by the bequest of Charles S. (Casey) Jones '15.

The Frederica V. Jones Scholarship Fund. Established in 1950. The gift of Vanderbilt Webb and Cyril H. Jones. Income to be annually used as a scholarship for the benefit of any man or woman who may in the judgment of the college authorities be deserving of this award.

The Kappa Delta Rho Scholarship Fund. Income to be used annually for scholarship aid for needy and worthy students, with preference being given to members of the Kappa Delta Rho fraternity.

Joseph P. Kasper Scholarship Fund. Established in 1962 by the directors of the Associated Merchandising Corporation to honor Joseph P. Kasper '20 on occasion of his retirement from that Company as Chairman of the Board. Income awarded annually in equal amounts to an undergraduate man and woman.

Elizabeth B. Kelly Fund. Established in 1970. Augmented by a commitment in 1987 from Mr. and Mrs. John Kruesi and friends of Dean Emerita Kelly. Income to be used for deserving students.

The John M. Kirk, Jr., Scholarship Fund. Established 1975. Annual income to be used to provide scholarship assistance to Middlebury students following completion of their freshman year who have demonstrated by their performance in the classroom and laboratory and by their efforts in competitive sports that they are student athletes.

John M. Kirk, Jr., Memorial Scholarship at the Bread Loaf School of English. Established in 1976 by Mr. and Mrs. John M. Kirk, Sr., in memory of their son. Annual income to provide scholarship assistance to a student at the Bread Loaf School of English who shares his commitment to scholarship and to teaching.

Dr. Michael Kolligian, Jr. '44 Scholarship Fund. Established in 1987 for deserving students.

The Harold Krichbaum '24 and Rena Dumas Krichbaum '22 Memorial Scholarship Fund. Established under the will of Rena Dumas Krichbaum '22 of Fairport, N.Y. in 1979. The income to be used for scholarship aid for undergraduates majoring in music and foreign languages.

The Arnold R. LaForce '35 Scholarship Fund. Established in 1976 by the gift of Robert F. Thompson to honor Arnold LaForce upon his election as Chairman of the Board of Trustees. Annual income for scholarship assistance for needy and worthy students from middle-income families.

L'Amicale Scholarship Fund. Established in 1981 by the gifts of members of L'Amicale de Middlebury, the alumni association of the French School. Income from the endowment to provide two scholarships annually to students in their final year of the degree program of the French School. One to be awarded to a student in the summer program and one to a student in the Paris program.

The Sanford H. Lane Memorial Scholarship Fund. Established in 1945, for men students.

The Ted Lang, Jr. Memorial Scholarship Fund. Established in 1945 by Mr. and Mrs. Fred P. Lang of the classes of 1917 and 1915, in memory of their son, who lost his life on the battlefield in France during World War II. Income to be awarded annually to men in their Junior and Senior years who have had to work to assist themselves in acquiring their Middlebury education, and who have made a contribution to their College in extracurricular activities, preferably athletics. It is the donors' intent that the award permit less financial burden on the awardees in their upper class years in recognition of their determination to obtain their Middlebury degree by their own efforts and initiative.

The Fred W. Lapham '43 Fund. Established in 1971 by Frederick W. Lapham, Jr., '43. Subject to reservation of life income.

Frederick W. Lapham Jr. '43 Memorial Scholarship Fund. Established in 1983 by family and friends.

Edwin W. Lawrence Scholarship Fund. Established by gifts from Edwin W. Lawrence in memory of his father, George Edwin Lawrence, Class of 1867.

The Claude Levy Scholarship Fund. Established in 1969. Income to be used by students enrolled in the French Summer School.

Frances B. and Paige D. L'Hommedieu Scholarship Fund. Established in 1983 for deserving qualified students coming from community/county colleges for their third and fourth years at Middlebury.

The Literary Fund. Established in 1835, for men.

Dr. Nicholas Locascio Scholarship Fund. Established in 1970 by Dr. Nicholas Locascio and others for scholarship aid to students in the Italian School.

Frank Lombardy '35 Memorial Scholarship Fund. Established in 1979 by his widow, Ruth Furness Lombardy '37. Income to be used for scholarship aid to an undergraduate participating in intercollegiate athletics with preference to a member of the golf team.

Hazel MacLeod Fund. Established in 1970 by the bequest of Hazel MacLeod Wills. Income to be paid to some worthy woman student for expenses other than tuition and board.

The Eta Manell '34 Scholarship Fund. Established in 1979 by the gift of Abram Manell '34. Annual income and augmenting gifts to be added to principal until the total endowment is $10,000. The annual income to be awarded to a member of the freshman class in need of financial assistance.

Andrew C. Marchbank '65 Memorial Scholarship Fund. Established by the gifts of his parents and his uncle, Adrian Leiby '25. Income to be awarded annually to a worthy man possessing the qualities of campus citizenship and leadership exemplified by Andrew Marchbank '65.

Robert J. Marony Fund. Income to be used annually for the support of education at Middlebury for underprivileged young men and women of the United States.

The Buren H. McCormack Scholarship Fund. Established in 1972 by the bequest of Buren H. McCormack and the gifts of his family and friends. Income to be used annually for scholarship aid with preference given to a student interested in journalism.

James C. McLeod '26 Scholarship Fund. Established in 1984 by the bequest under the Will of Janet M. Stratton, for general scholarship purposes.

The Middlebury College Language Schools Fund. Established anonymously in 1987 to provide scholarship aid for teachers and prospective teachers attending the Middlebury College Language Schools, with preference given to teachers from school systems that do not provide support for graduate study.

The Midd-Vermont Alumni Association Scholarship. Awarded annually to a student from Addison County in need of financial support.

Gertrude Cornish Milliken Scholarship Fund. Established in 1964 by gifts of the Middlebury Alumnae Association and Alumnae club to honor Mrs. Gertrude Cornish Milliken '01. Income to be awarded to undergraduate women.

The Levi P. Morton Scholarship Fund. Established by Hon. Levi Parsons Morton of New York City, for men.

Judith Davidson Moyers Scholarship Fund. Established in 1981 by the gift of Mr. Bill D. Moyers. Annual income to provide scholarship assistance for needy, worthy students.

Ralph O. and Lena G. Myhre Memorial Scholarship Fund. Established in 1973–74 by the gifts of many of Middlebury's Friends of Skiing to provide student aid each year for needy students who contribute to the College's ski program. Augmented in 1979 by gifts in memory of Ralph O. Myhre to record his distinguished contribution to skiing at Middlebury College.

The National Bank of Middlebury Scholarship Fund. Established by the Bank at the time of the College's 175th Anniversary. Annual income to be used to provide scholarship assistance for a worthy student from Addison County attending Middlebury College.

Elizabeth MacGill Needy '47 Memorial Scholarship Fund. Established in 1981 by the gifts of family, friends and classmates in memory of Elizabeth MacGill Needy '47. Annual income to be used for scholarship aid for needy and worthy students.

Walter J. Nelson '32 Scholarship Fund. Established in 1972 by John M. Kirk '39 and friends to honor "Duke" Nelson on his retirement from 30 years of coaching and service as Director of Intercollegiate Athletics at Middlebury College. Income to be awarded to student athletes in their Junior and Senior year, excelling in one or more sports and demonstrating good campus citizenship.

Werner Neuse Scholarship Fund. Established for scholarship aid to students in the German School.

The New Jersey Student Aid Fund. For men from New Jersey.

June Brogger Noble Scholarship Fund. Established in 1985 by the trustees of the Phyllis Kimball Johnstone and H. Earle Kimball Foundation. Income to be added to principal until the total endowment is $10,000. Then the annual income will be awarded to a student on financial aid and in good academic standing, the same student receiving the scholarship annually until graduation.

Anna and Luke J. Nolfi Scholarship Fund. Established in 1970 by Anna and Luke J. Nolfi. Income to be used to award an annual scholarship to a student enrolled in the Italian Summer School or the Graduate School of Italian in Italy.

The Luke J. Nolfi Memorial Scholarship Fund. Established in 1983 by Anna I. Nolfi in memory of her husband. Income to be used to award an annual scholarship to a student enrolled in the Spanish Summer School or the Graduate School of Spanish in Spain.

Sidney Nordenschild, Sr., Scholarship Fund. Established in 1967 by the partners of Sidney Nordenschild, Sr., to honor his fifty years with the company and his sixty-fifth birthday. Income to be used for scholarships.

The Berthe O. Normano Scholarship Fund. Established in 1976 by George G. Nichols, Jr. Income to be used annually for a scholarship at the Russian School.

Peter Odabashian Memorial Scholarship Fund. Established in 1974 by gifts of his wife, students and friends, income to provide scholarship assistance for students at the Russian School.

The Bernard J. O'Keefe Scholarship Fund. Established in 1986. To be awarded annually to a writer of fiction or non-fiction who has published in either genre in national periodicals and/or newspapers.

The Charles J. Orr Memorial Scholarship at the Bread Loaf School of English. Established in 1986 by Bread Loaf students, alumni and friends to honor Charles Orr's commitment to teaching and the values by which he lived.

The Hewitt Page Scholarship Fund. Established in 1964 by the gift of Hewitt E. Page '33. Income to be added to principal for first ten years, after which it shall be used with restrictions under the direction of designated college officials.

Cornelius R. Palmer '25 Fund. Established by the gifts of Mr. Cornelius R. Palmer '25 in 1969. Subject to reservation of life income after which the income is to be used for scholarships for underprivileged boys and girls with preference given to graduates of schools located in Cape May County, New Jersey, or New York City.

The Adele T. Parker Scholarship Fund. Established in 1980 in memory of his mother by the gift of Peter T. Parker '54 and Julie H. Parker '54. Annual income to provide financial aid to a deserving student at Middlebury College.

The Dr. George F. Parton, Jr., Memorial Scholarship Fund. Established in 1978 by gifts of members of classes 1970 through 1977. Income to be used annually for scholarship award to a deserving student with preference for students in pre-med programs.

The Pell Fund. Established in 1987 by Dr. C. Irving Meeker '50 and Katharine Pell Meeker '50 in memory of Mrs. Meeker's mother, Alice Eckert Pell, and father, David Ackerman Pell. Income from this endowment is used to support individuals who are pursuing careers in education and programs designed to improve the art of teaching.

The Penfield Scholarship Fund. Established by Allen Penfield, Esq., of Burlington, for men.

The Arthur D. Pepin '47 Scholarship Fund. Established in 1984 by Dr. Michael Kolligian '44 and friends to honor Mrs. Leonie Hayes.

The Philadelphia Alumnae Club Scholarship Fund. Established in 1975 by the Philadelphia Alumnae Club—Suburban West. Income to be used for scholarships with first preference given to Middlebury women residing in Greater Philadelphia.

The Mildred H. Hubbard Phipps '20 Memorial Scholarship Fund. Established in 1974 by the gift of her brother, Oliver J. Hubbard. Income to be used annually for scholarship awards to girls from New Hampshire with first preference for award to a student from Walpole, New Hampshire.

The Dana G. Pierce Scholarship Fund. Established in 1951. "For men students from Rutland High School."

Blanche and Stephen Piskor Memorial Scholarship Fund. Established in 1973 by Dr. Frank P. Piskor '37 in memory of his parents. Income to be used annually for scholarship awards.

Frank P. and Anne C. Piskor Scholarship Fund. Established in 1985 by Dr. Frank P. Piskor '37. Income to be used annually for scholarship awards.

Louise R. Plaisted Scholarship Fund. Established in 1983 by the will of the late Louise R. Plaisted.

William H. Porter Memorial Scholarship Fund. Income to be used for a tuition scholarship. Established by Helen Porter Pryibil in 1950.

Anastasia Feodorova Pressman Memorial Scholarship Fund. For scholarship aid to students in the Russian School.

The Frederika Proctor Fund. Established in 1956. Income to be awarded by the Scholarship Committee as a named scholarship, to an undergraduate studying French.

The Cecilia Quiros Scholarship Fund. Established in 1981 by R. Dario Quiros '61. Income to be added to principal until the sum of $20,000 has been reached, after which it shall be used to provide aid to undergraduate students in need of financial assistance.

James Richardson Scholarship Fund. Established in 1924 by Mrs. James Richardson as a scholarship for the French Summer School.

Justin Ricker Scholarship Fund. Established by Justin M. Ricker '06 subject to reservation of life income, after which the income of these funds is to be used by scholarships for male students from Bridgeport, Connecticut, or Waterbury, Vermont, or both.

Helen Coldwell Riccio Memorial Fund. Established by the gift of Leonard D. Riccio '29, income to be used for scholarships in the French or Spanish Department.

Leonard D. Riccio Memorial Scholarship Fund. Established in 1987 for deserving students.

The Marguerite Rogers '18 Scholarship Fund. Established in 1970 by the bequest of Miss Marguerite Rogers. Income to be used for needy students.

The Richard A. Rosbeck Memorial Scholarship Fund. Established in 1968 by gifts of his family and friends in memory of Richard A. Rosbeck '61 who was killed in military service in Vietnam. Income to be used each year for scholarship aid to a worthy, qualified athlete who, in addition to financial need, displays drive and determination for personal as well as team excellence in Middlebury athletics.

The Eleanor S. Ross Scholarship Fund. Established by Middlebury Alumnae Association in memory of Dean Eleanor S. Ross Thomas. Awarded annually to a Middlebury senior woman and based equally on the scholarship, need, and all-around merit of the recipient.

The John W. Rowell Fund. Established by the late Chief Justice Rowell.

Robin Royle Memorial Scholarship Fund – Russian School. To be awarded annually to an outstanding student in the undergraduate division of the Russian School program.

The A. Bayard Russ Memorial Scholarship Fund. Established in 1968 by gifts of Louise Tunnicliff '67, his parents and friends in memory of A. Bayard Russ '66 who was killed in military action in Vietnam. Income to be used each year for a scholarship award to a deserving boy showing athletic ability, good campus citizenship and the distinctive qualities of leadership and service exemplified by A. Bayard Russ '66.

Donald W. Salisbury '16 Memorial Fund. Established in 1973 in memory of Donald W. Salisbury '16 by gifts of his wife, Eva Leland Salisbury '17, his son, Richard J. Salisbury '45, and The Jessup Foundation, Inc. Income to be used in support of scholarships.

The Eva Leland Salisbury '17 Memorial Scholarship Fund. Established in 1976 in memory of Eva Leland Salisbury '17 by a gift of her son, Richard J. Salisbury '45, through the Jessup Foundation, Inc. Income to be used in support of scholarships.

The Henry W. Schuettauff Scholarship Fund. Established in 1968 by Henry W. Schuettauff '27.

George Robert White Scott (Class of 1864) Scholarship Fund. Established 1958 by request of Dr. George Dow Scott, class of 1895, for students of high character, irrespective of creed, color, race, or scholarship standing, preference to be given first to a student or students belonging to Alpha Mu, Chi Psi, and then to a student or students of North American Indian, Chinese or Japanese descent.

The Lynde Selden Scholarship Fund. Established in 1967 by the bequest of Mrs. Lynde Selden to honor her husband, Lynde Selden LL.D. (Hon.) 1961.

The Jonathan Vollrath Shadd '78 Memorial Scholarship Fund. Established in 1980 by gifts from the Shadd family. Income to be used for scholarship awards with preference given to students from single-parent families.

Mina Shaughnessy Memorial Scholarship in Writing at the Bread Loaf School of English. Established in 1983. Income to be used to award an annual scholarship to a teacher who exemplifies Mina Shaughnessy's commitment to writing and teaching.

The Marion Shows Fund. Established in 1972 by various donors. Income to be used annually to assist minority students.

Carleton H. Simmons '28 Memorial Scholarship Fund. Established in 1985, income to be used annually for scholarship awards.

The Cecil C. Simmons '24 Fund. Established in 1975 by a gift of The Serial Federal Savings and Loan Association to honor Cecil C. Simmons '24 upon the occasion of his retirement as chairman of the board.

Ernest Simons Memorial Scholarship Fund. Established in 1987.

The Skinner-Allen Scholarship Fund. Established in 1976 by a gift of $1,500 in memory of Mrs. Lee B. Skinner and Harriet (Grant) and Edward Evarts Allen by Carolyn Lee Allen '30. Annual income and future gifts to be added to the principal until the fund reaches $10,000.

The Bezeliel Smith Fund. Established in 1893, for men.

Lucy S. Smith '18 Scholarship Fund. Established in 1961 for needy and deserving students.

The Jonathan Coleman Southmayd Scholarship Fund. Established by the late Hon. Redfield Proctor in 1922. Income first available for students (men or women) from Proctor.

The Kenneth Sozzi Memorial Scholarship Fund. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The A. P. Stafford Fund. Established to assist needy students from Wallingford to an education.

The John Wolcott Stewart Fund. Established in 1956 by the late Philip B. Stewart in memory of his father. Income to be awarded to one or more male students in need of financial aid who, having completed one or more years' courses, have shown themselves to be of good character and worthy of continued enrollment in college.

The W. J. Stone Fund. Established by bequest of Wilfred J. Stone '02, the income to be used to assist Vermont male students at Middlebury College with preference to graduates of Vergennes High School or Vermont Academy.

The Strauss Family Scholarship Fund. Established in 1986 by Thomas W. Strauss to assist qualified students from New York City to attend Middlebury College. Income to be awarded annually.

The Subscription of 1852. For men.

Agnes Warner Sunderland Fund. Established by Edwin S. S. Sunderland, Esq., class of 1911, the income from which is first available for the assistance of students from Cornwall.

The Miriam Deedman Swede '27 Scholarship Fund. Established in 1981 by Miriam Deedman Swede '27. Income to be used annually for scholarship assistance to able and promising young men and women needing assistance in financing their Middlebury education.

The Charles and Jessica Swift Scholarship Fund. Established in 1982 by the bequest of Charles M. Swift. Annual income to provide scholarships for students who are graduates of high schools or academies in Addison County, Vermont.

Wylie and Lucy Sypher Scholarship Fund. Established by gifts from alumni and friends of the Bread Loaf School of English. Income to be used for scholarships at the Bread Loaf School of English.

The Arthur Gould Tasheira Fund. The income to be used as far as possible to provide scholarships for worthy and deserving students.

Ta-Tuan Ch'en Scholarship Fund. Established in 1984 in recognition of dedicated service to the College by Ta-Tuan Ch'en, guiding spirit behind and director of the Chinese School for thirteen years – in 1967, 1969–73 and 1977–83. The scholarship is to be awarded annually to a graduate or undergraduate student showing exceptional ability in Chinese to continue studies at the Middlebury College Chinese School during the summer.

Helen A. and W. Grady Thomas '16 Scholarship Fund. Established in 1978 by W. Grady Thomas '16. Annual income to be used for scholarship awards for needy and worthy students from middle-income families.

Thomas G. Thompson Scholarship Fund. In memory of Frank Genung Thompson and Mrs. Alma C. Dow to provide two equal scholarships, one for a young man preparing for the Protestant Christian ministry, and the other for a young woman.

The Ludger J. Tousant Fund. Established by the class of 1920 in memory of their classmate – Ludger J. Tousant – killed in World War I.

John Crawford Trask, Jr. '41 Memorial Scholarship Fund. Established in 1980 by Jane Hayden Trask '41 in memory of her husband. Income to be added to principal until the total endowment is $10,000. Then annual income to be used for partial scholarship for needy and worthy students.

The K. P. Tsolainos Memorial Scholarship Fund. Established in 1968 by The K. P. and Phoebe Tsolainos Foundation, Inc. in memory of K. P. Tsolainos, LL.D. (Hon.) 1964. Income to be used for scholarships for students majoring in economics or history with preference to young people of Greek descent.

The Herbert K. Twitchell Fund. Established in 1929 by a bequest received under the will of Mr. Twitchell for students from Vermont, preferably Addison County.

The James M. Tyler Fund. For students from Vermont.

Bessie Clarinda Verder '98 Memorial Fund for Women Students. Established by Blanche Avaline Verder in memory of her sister.

The Voter Memorial Scholarship Fund. The income to be used for scholarship purposes, in memory of Professor P. C. Voter, formerly Chairman of the Chemistry Department.

The Roy H. and Ida Tarbell Walch Scholarship Fund. Established in 1983 by Ida Tarbell Walch in memory of her husband, Roy H. Walch '13. Subject to reservation of life income.

The Waldo Fund. Established in 1864 by bequest of Mrs. Catherine E. Waldo of Boston, for men.

The Raymond A. Waldron Scholarship Fund. Established in 1982. Income to be used for scholarships for teachers of English with preference given to teachers from New York State to study at the Bread Loaf School of English.

The Phoebe Kasper Wallach '49 Memorial Scholarship Fund. Established in 1968 by gifts of her parents, Mr. and Mrs. Joseph P. Kasper '20, and friends in memory of Phoebe Kasper Wallach '49. Income to be used each year for scholarship award to an able and deserving girl.

The Warren Fund. Given in 1835 by bequest of Deacon Isaac Warren of Charlestown, Mass., and its income applied in payment of college bills of those who are preparing for the Gospel ministry.

Lois Behrman Watson '51 Scholarship Fund. Established in 1987 to provide financial aid to language school teachers who are attending either the French, Russian, Japanese or Chinese Schools on the Middlebury campus, or the French School abroad.

The WEB Fund. Established in 1974 by Fred (Wilfred W.) Barnes '30 in memory of three of his former teachers at the High School of Commerce, Worcester, Massachusetts (1922–26), Mary Ella Whipple, Grace M. Ellis '12, and Ruth L. Boyden. Income to be used to provide scholarship assistance with first preference to needy and worthy students from Worcester County, Massachusetts, and second preference from San Diego County, California.

The Asa Wheelock Scholarship Fund. Established under the will of Charles B. R. Hazeltine of Arlington, Mass., the income first available to Protestant students from the town of Wardsboro, and then from other small country towns in the State.

The Dr. Percy T. and Pauline C. Whitney Scholarship Fund. Established in 1982 by Percy T. and Pauline C. Whitney. Annual income to be used in support of financial aid to deserving students.

F. Carl Whitney '18 Memorial Scholarship Fund. Established in 1983 under the will of the late F. Carl Whitney.

Raymond L. Whitney '35 Memorial Scholarship Fund. Established in 1971 in memory of Raymond L. Whitney '35 by gifts from his family and friends. Annual income to be used in support of financial aid with preference for a student from Vermont or Maine.

The Albert Henry Wiggin Memorial Scholarship Fund. Established in 1967 by the bequest of Mrs. Lynde Selden in memory of her father, Albert Henry Wiggin, trustee of Middlebury from 1922–1950. Added to by the Albert H. and Jessie D. Wiggin Foundation.

Percival Wilds '02 Memorial Scholarship Fund. Established in 1972 by Charles M. Wilds. Income to be used annually for a scholarship award with preference to a Vermont student.

Frank A. Williams Jr. '69 Memorial Scholarship Fund. Established by the gifts of friends, family and classmates in memory of Frank A. Williams, Jr. to provide scholarship assistance for Middlebury students seeking private instrumental or voice instruction in music and needing help to finance the cost of instruction.

The Emma Willard Scholarship Fund. Established in 1895 by the Emma Willard Association, for the benefit of deserving senior women.

The Mark Doty Wilson '72 Scholarship Fund. Established in 1976 at the request of Mark Doty Wilson '72 prior to his death. The income providing partial financial support for one or two juniors or seniors majoring in English to study at the Bread Loaf School of English, the Bread Loaf Writers' Conference or Bread Loaf at Oxford, England. Qualification for financial aid is a prerequisite for such an award.

The Windham County Congregational Scholarship Fund. Established in 1951. Income first available for students proposed by the Conference.

The Harriet B. Winsor Scholarship Fund. Established under the will of Harriet B. Winsor, of Springfield, Mass., in 1950. One-half income to provide a scholarship for men and one-half income to provide a scholarship for women.

The Charles Baker Wright Scholarship. Established in 1949. Income from fund to provide two full tuition scholarships to be awarded annually to a man and a woman in the senior class.

The Marion L. Young Scholarship Fund. Established by the Middlebury Alumnae Association in 1940. Income awarded annually to a freshman woman outstanding in scholarship, personality and athletics.

Expendable Scholarships

CIGNA Scholarship Fund. Established in 1983 by the CIGNA Corporation. To provide three $5,000 scholarships to minority students.

The Louis L. Croland and A. Leon Kohlreiter Scholarship. Established by Barry Croland '59. An award of $1000 to be made annually to a needy student with preference to an art major.

The Rae R. Croland and Goldie Kohlreiter Scholarship Fund. Established by Barry Croland '59. An award of $1000 to be made annually to a needy student with preference to a student majoring in English.

Charles A. Frueauff Foundation Scholarships. Expendable funds for undergraduate financial aid for rural middle-income students.

Edwin Gould Foundation Scholarships. Established by the Edwin Gould Foundation for Children. Four-year grants awarded annually to deserving students.

The Marie L. Rose Huguenot Scholarship. $1,000 a year available to students of Huguenot ancestry nominated by the College for award by the Huguenot Society of America.

Jaqua Foundation Scholarship Fund. Established in 1983 by the Jaqua Foundation to provide one $5,000 scholarship or two $2,500 scholarships each year. Preference given to residents of New Jersey.

Reginald H. Jewell Scholarship Fund. Established in 1986 by the estate of Reginald H. Jewell.

The Agnes M. Lindsay Awards. $8,000 annually. From the Agnes M. Lindsay Trust for scholarships for men and for women.

Theodore Luce Fund Scholarship. $6,000 annually. From the Theodore Luce Fund for awards to needy students from metropolitan New York.

Charles Irwin Travelli Scholarships. Established by the Charles Irwin Travelli Fund. Four-year grants awarded annually to deserving students.

The Sylvia Westin Wurts Memorial Scholarship. Awarded each year to a woman student from the Hartford, Connecticut, area.

Loan Funds

Alpha Sigma Phi Memorial Fund. Established in 1966 as a revolving loan fund for worthy and needy male students at the College, in memory of those brothers in Alpha Sigma Phi of Middlebury College who lost their lives in World Wars I and II.

The Edwin L. Bigelow '13 Student Scholarship Loan Fund. Established in 1981 under the will of Edwin L. Bigelow '13. Available to students from Vermont, special consideration being given, when suitable applicants are available, to students attending the College from the towns of Danby, Dorset, Manchester, Mt. Tabor, Pawlet, Rupert, Sandgate and Sunderland.

Reid L. Carr and Eleanora F. Carr Revolving Loan Fund. "To help deserving students."

Joel B. Harris Student Loan Fund. A revolving fund of $7,922 for loans to Middlebury students.

Hazeltine Student Loan Fund. Established in 1923 under the will of Chas. B. R. Hazeltine and his sister, Harriet S. Hazeltine, of Arlington, Mass., "the income only to be used as a loan fund in assisting students in Middlebury College."

Elam R. Jewett Student Loan Fund. Established in 1923 by a friend. "The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to men students of the College."

Ada Howe Kent Foundation Loan Fund. Established in 1983 by the Ada Howe Kent Foundation for loans to students who are able to provide in part from their own resources and from families who can make some contribution but are unable to pay all college costs.

Lee A. Kintzel and Roger Kintzel Student Loan Fund. Established in 1981 by the gift of Lee A. Kintzel '65. A revolving fund for loans to undergraduate students at Middlebury.

Martha Jewett Nash Student Loan Fund. Established in 1923 by a friend. The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to women students of the College.

William H. Porter Student Loan Fund. An unconditional legacy received in 1927 under the will of William H. Porter of New York. By action of the Trustees it was made the William H. Porter Student Loan Fund, the principal to be safely invested and kept intact, the interest therefrom and accretions thereto to be used for making loans to worthy men students from Vermont – the first consideration being given to those from Addison County.

Justin M. Ricker Fund. Established in 1956 by Justin M. Ricker, '06.

Emma Hardy Slade Student Loan Fund. A revolving loan fund for both men and women, but with preference given to women. Established in 1961 by the National Society of New England Women, in honor of its founder.

Scholarship Awards and Prizes

There are many generous prizes and awards for which students may compete in various ways.

Charles B. Allen Memorial Prize. In memory of "Corky" Allen '62. Income from $8,158. Awarded to the senior who has excelled in the fields of biology, chemistry and/or physics, and who by his participation in athletics and other student activities has contributed to the spirit of Middlebury.

American Institute of Chemists' Medal. For scholastic achievement in science and "potential for advancement in Chemistry as a profession," the winner is nominated by the faculty of the Chemistry Department to receive the 1967 American Institute of Chemists' medal awarded by the New England Chapter of the American Institute of Chemists.

John T. Andrews Memorial Prize in Philosophy. Established in 1987 by the Flint Charitable Trust in memory of Professor Andrews. To be awarded annually to the senior philosophy major who in the judgement of the department, is the best philosopher among his/her peers.

Bishop Atwood Historical Prize. Income from $406. Awarded to the man who does the most distinguished work in history. Established in 1938 by Julius W. Atwood, 1878, Bishop of Arizona, 1910-1925.

Donald Everett Axinn Annual Prize. Established in 1987, to be awarded by the Writing Program faculty to a junior or senior student whose work has been distinguished and warrants special encouragement.

Baldwin Prize (formerly Optima Prize). Given by Mr. and Mrs. Roger Baldwin, 1927, in memory of Henry Hobart Vail as a token of appreciation for the education of their daughter Catherine Baldwin. The income of the fund to be given annually to the student in the junior class who may be chosen as best exemplifying the ideal type of Middlebury College student based upon character, scholarship and personality.

The Blum & Company, Inc. Award. Established in 1984 by Albert L. Blum '72. $200 awarded each year to a graduating senior in the Department of Sociology and Anthropology for high academic achievement or leadership in student and community activities.

Byron E. Bermas, Jr., Prize. Income from $612. Awarded to a man or woman in the senior class who has done outstanding work in Geography.

Deacon Boardman Peace Prize. Income from $4,416. Awarded to a member of the junior class submitting the most creditable literary essay of at least 2,000 words in favor of peace and in opposition to war as a method for settling international differences. In memory of Samuel Ward Boardman, Professor of Rhetoric and English Literature 1859–1861.

Barbara Buchanan '62 – Alumni Association Award. Awarded to the graduating senior who has demonstrated a commitment to community service.

Reid L. Carr Prize. Income from $1,910. Awarded to the male member of the senior class who has shown the greatest proficiency in English Literature.

George H. Catlin Award. The annual income, not exceeding $1,000 on a fund established by the will of George H. Catlin in 1930, awarded annually to the student who completes the full A. B. "classical" course, showing the highest grade for scholarship and deportment.

George H. Catlin Classical Prize Fund. Income from $1,274. Awarded to the student in the senior class whose college work in Greek and Latin is adjudged worthiest of distinction. Established in 1918 by George H. Catlin, Hon. LL.D. 1920, Pennsylvania banker.

George H. Catlin Fund. Income from $9,702. Established by the will of George H. Catlin, in 1951. Awarded each year to the student who has completed with the highest average the full four-year "classical" course, including preferably some study of Latin and Greek.

The William B. Catton Prize. Established in 1984 by friends and colleagues of William B. Catton, first Charles A. Dana Professor of History at Middlebury College. Awarded annually to the graduating senior whose thesis on an American subject best combines and exemplifies the qualities of scholarly research and literary artistry.

The Challenger Award. Endowed by the Anthony Penale Fund in memory of Christa McAuliffe and the crew of the shuttle *Challenger*, is awarded every summer to a rural English teacher attending the Bread Loaf School of English. It honors excellence in the craft of teaching, dedication to the development of the mind through learning, commitment to the process of expanding into consciousness the world of a child, and to connect that child to our common heritage and humanity.

The Elbert C. Cole '15 Memorial Fund Prize. Awarded to a junior or senior major who has shown an outstanding performance in biology courses, preferably a student who plans a career in biology or a biologically-related field. Established by Dr. Cole's family and friends to honor a gifted teacher, Professor of Biology at Williams College for 32 years and Trustee of Middlebury College for 30 years.

Janet C. Curry '49 Science Honors Award Fund. $13,083. Established in 1977 by Janet C. Curry '49. Annual income to be used for awards to senior women working for honors in the sciences with first preference to senior women seeking honors in the biological sciences.

The F. C. Dirks Prize in Economics. Established in 1985 by friends wishing to honor the internationally distinguished accomplishments of Dr. Frederick C. Dirks '30 on the occasion of his 55th Reunion. Awarded each year to a student entering his or her senior year with extraordinary achievement and high promise for continuing leadership and success in economics and related fields.

The Martin Joseph Durkin III Memorial Award. Established in 1986 by family and friends. To be awarded annually to a graduating senior who has made a worthy contribution to the football team and exemplified those qualities of leadership, true sportsmanship, and academic achievement so admirably possessed by Martin Joseph Durkin III '54.

Eaton Prize. Income from $1,274. Awarded to the student who in the opinion of the President and the Faculty has maintained the highest standing in the Classics.

George Ellis Fellowships. Two fellowships, each with an annual value of over $2,000, were established at Columbia University in 1931, under a provision in the will of George W. Ellis, to be open primarily to residents of Vermont or to the graduates of Middlebury, Norwich, and the University of Vermont. The fellowships are awarded to qualified men or women for pursuing advanced or graduate study in any of the faculties or schools at Columbia. Information on this fellowship may be secured from the President's Office.

Harry M. Fife Memorial. Income from a fund of $3,466 established in memory of Harry M. Fife, Professor of Economics, 1925–50.

Maude Violet Graybar American History Prize. Established in 1966 by Lloyd J. Graybar '60 in memory of his mother, Maude Violet Graybar. Income on $500 awarded annually to the student who writes the best honors thesis in American History since 1860 or, at the discretion of the departmental chairman, to the Senior student who has displayed the greatest proficiency in American History since 1860 during four undergraduate years.

Hazeltine Klevenow Cup. Awarded to a man in any of the four classes who has best combined ability in athletics and excellence in scholarship. The name of the recipient is placed on the cup as a permanent record, and a replica of the cup is presented to the winner. Established by Marshall M. Klevenow, Middlebury coach, 1925–1928, and Burt A. Hazeltine, Dean of Men, 1926–1938.

J. Rowland Illick Prize in Geography. Awarded to the geography major whose achievements best exemplify Professor Illick's standards of academic excellence and humanitarian concern. Established in 1986 by the friends, students, and colleagues of J. Rowland Illick.

Julian E. and Melba Jarrett Prize. Awarded to that graduating Political Science major who excelled in the study of political philosophy, law and American Government. Established in 1982 by Glenn A. Jarrett, '70, in memory of his parents.

Kellogg Latin English Prize. Awarded for the two best examination papers on Horace. Established by Brainerd Kellogg, Professor of Rhetoric and English Literature, 1861–1868, and Trustee, 1885–1920.

The C. J. Neil Kvasnak Family Award. Established in 1983 by the C. J. Neil Kvasnak family. Income to be awarded annually to the graduating Political Science major who has excelled in the study of American politics, with special emphasis on state and local politics.

Lank Prize in Sociology and Anthropology. Established in 1984 by Dr. Alden G. Lank '55, faculty member and director of the MBA program of the International Management Institute, Geneva, Switzerland. Income to be awarded to a graduating senior in the Department of Sociology-Anthropology for academic excellence and, where appropriate, for contributions to international understanding.

The Helen T. Lin Award for Excellence in Chinese. Established in 1986 by the family of Helen T. Lin, former director of the Chinese School. To be awarded annually to a student selected by the director and faculty of the Chinese School.

Rose Martin Spanish Prize of $25. Awarded to that woman graduating with a Spanish Major, named by the Department of Spanish for her outstanding performance in the major area. Established in May 1961 by the Manhattan Middlebury Alumnae Association.

Merck and Company Award. For distinguished achievement in Chemistry at Middlebury and future promise in the field of medicine, the winner is selected by the faculty of the Chemistry Department to receive the 1966 Merck Index prize awarded by Merck and Company of Rahway, New Jersey.

The Camillo P. Merlino Award for Excellence. A gift of a book or record, not to exceed $100, to be awarded annually to an outstanding student in the Italian School. The Director of the School will select the student to receive the honor which will be given for achievement in either literature or history.

The Merlino-Mezzotero Award. Established in 1979 by the gift of Richard F. Mezzotero to honor his good friend, Dr. Camillo P. Merlino, former Director of the Middlebury College Italian School. Annual income from $1,000, to provide cash prizes to a student each year on a basis of achievement for work done in either or both of two courses, "A Survey of Italian Literature" and "The Risorgimento."

The Ann and Edward Meyers Religion Prize. Established in 1986 by Mona Meyers Wheatley '56. To be awarded annually to a graduating senior who, in the judgment of the Religion Department Faculty, has given evidence of exceptional ability in understanding, expression and integration of ideas in the area of religious study.

Mildred Virginia Osher History Prize. Established in 1963 by Lloyd J. Graybar '60 in memory of his aunt, Mildred Virginia Osher. Income on $500, awarded annually to the student who writes the best honors thesis in History or, at the discretion of the department chairman, to the senior student who has displayed the greatest proficiency in the study of history during the four undergraduate years.

Phi Beta Kappa Prize. Established by the Middlebury College Chapter of Phi Beta Kappa (Beta of Vermont) in 1968, on the occasion of its centennial. Awarded to that graduating senior, elected to Phi Beta Kappa, who, in the opinion of the faculty members of the Chapter, has demonstrated special attainments within and beyond the normal expectations of the curriculum which best exemplify Phi Beta Kappa's regard for intellectual excellence.

The Henry B. Prickitt English Prize. Established in 1984 by the Department of English and friends. Annual income to be awarded to a graduating senior whose work in the English Department has been outstanding.

The Richard C. Rapp '64 Memorial Football Award. Presented annually to the senior lineman who demonstrates determination to excel in his position.

Senior Honors Thesis Award in Economics. Established in 1980. $100 awarded annually for the best senior honors thesis in the Department of Economics.

John P. Stabile Memorial Cup. Awarded to the athlete who best exemplifies the Middlebury spirit. Established in memory of Lt. John P. Stabile, '40, killed in action, Guadalcanal. Established by Lt. John F. Hogan, '41.

The Marci J. Stewart '72 Memorial Awards. Awarded each year by the History Department to the student in History or American Studies who has shown outstanding personal and academic qualities.

Stolley-Ryan American Literature Prize. Established in 1978 as an annual award to the graduating senior majoring in American Literature whose work in the department best reveals the greatest understanding and appreciation for the issues central to the American literary tradition.

Randi E. Stomstad '89 Memorial Award in Chemistry. Established in 1987 by the Chemistry Department, to be awarded annually to the graduating senior who best exemplifies Randi's spirit and enthusiasm for the undergraduate learning experience in Chemistry.

Mary Dunning Thwing Prize. Income on $1,910 awarded to a woman student who in her junior and senior year has done the best work in English composition, prose and poetry. Established by Charles F. Thwing, President of Western Reserve, in memory of his wife, Mary Dunning Thwing.

Alice J. Turner Memorial Trophy. Awarded each year to a member of the varsity basketball team.

Paul W. Ward '25 Memorial Prize. A $100 prize awarded twice annually, each term, to a freshman for proficiency in writing.

Franklin G. Williams '13 and Sara H. Williams '12 Memorial Award. Income from $1,148 to be awarded to a young man or woman in the sophomore class, on the basis of deep human qualities of natural kindness, perceptivity of the needs and feelings of others, and an abiding sense of personal responsibility.

Woolsey Prizes. Income from fund of $2,230, awarded to the two undergraduates writing the best examinations in Bible. Established in 1933 by Theodore S. Woolsey, Trustee, 1922–23.

Endowed Lectureships

Julian W. Abernethy Lecture. Established in 1928 under the will of Julian W. Abernethy, Class of 1876. A writer of distinction is annually invited to address the College upon some aspect of American literature in commemoration of the birthday of Dr. Abernethy, founder of the Abernethy Library.

Donald Everett Axinn Annual Public Lecture. Established in 1987, to be given to a poet or writer of distinction.

Jean Boorsch Lectureship. Established in 1971 in honor of Jean Boorsch, after 41 years of service to the French Summer School.

Willard Duncan Carpenter '14 Memorial Lecture Fund. Established by Mrs. Ethel G. Storm, Class of 1916, in memory of her first husband. Income to be used for a lecture in Economics.

Class of 1914 Lecture. Established by an anonymous member of the Class of 1914, to provide an annual lecture on Science and the Humanities.

Elizabeth Drew Memorial Lecture Fund. For lectures at the Bread Loaf School of English.

The Edmunds Fund. Income to be used annually for a lecture in the Social Sciences.

The John Hamilton Fulton Memorial Lectures. Given anonymously. To establish lectures, performances and extended visits to the Middlebury campus by distinguished scholars, artists and performers.

Charles S. Grant Memorial Lecture. Established by friends in memory of Professor Grant to provide an annual lecture in History.

The Hirshfield Film Endowment. Established in 1985 by Berte and Alan Hirshfield. To support lectures and presentations by video and film artists, scholars and industry professionals.

Hannah A. Quint Lectureship in Jewish Studies. Established in 1987 by Mrs. Quint and her son, Eliot Levinson '64.

Samuel S. Stratton Lecture. Established by 1962–63 gifts to the Parents' Fund to honor Dr. Stratton at the time of his retirement as the eleventh President of Middlebury, to provide an expanded program of visiting lecturers on the Middlebury campus.

The Jessica Swift Lecture Series. Established under the terms of the will of Jessica Swift, an endowment to fund lectures by leading scholars in a number of areas.

Robert W. van de Velde, Jr. '75 Memorial Lecture Series. Established in 1981 by Mr. and Mrs. Robert W. van de Velde and friends of the family. The income to provide an annual lecture dealing with the confluence of public affairs (foreign and domestic) and journalism, particularly broadcast journalism.

Academic Standards and Regulations

The College makes available to students copies of the *Middlebury College Handbook* containing detailed information regarding policies and regulations for enrollment, fee refunds, attendance, scholarship, examinations, athletics and student activities. Since these are subject to change from time to time they are not to be considered as contractual. All students are responsible for a knowledge of and compliance with College regulations.

The College reserves the right to exclude at any time students whose conduct or academic performance is judged by appropriate administrative authorities to be undesirable, without assigning any further reason therefor. In such cases, the fees which are due or which may have been paid in advance will not be refunded or remitted, in whole or in part, and neither the College nor any of its officers shall be under any liability whatsoever for such exclusion.

Grades. Instructors report final course grades to the Dean of Students and do not give them directly to students. Students are responsible for keeping parents correctly and currently informed of their standing and progress. Final grades, notices of academic probation and second course warnings are sent to parents or to students at their home address.

The Dean of Students will consider any special curricular problems of veterans and grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education and family responsibilities.

Transfer of Credit. Students may transfer course credits from other institutions by preparing in advance a "Transfer of Credit" form (requiring approval by the department chairman, the student's adviser, and the Dean of Students). Acceptance of credit toward the Middlebury degree is contingent upon receipt of this form by the Dean of Students and transcripts from approved educational institutions. To receive credit the transfer course should normally be above the introductory level at the institution attended and must be passed with a grade of C− or better. These transfer credits, as well as Advanced Placement credits may be used to make up failures, excess D credits, and other deficiencies in the student's record.

In evaluating entering transcripts of transfer students, the College grants year-for-year equivalence for students who followed an A.B. program at another accredited four-year college regardless of the academic calendar followed. This policy applies whenever possible for lesser transfer units. When term equivalences cannot be established, the Dean of Students will decide on the number of courses needed to complete the degree. In all cases, course evaluation will be relevant to fulfillment of Middlebury Departmental and College requirements. Failing grades and Ds at other colleges are not transferable. Students transferring to Middlebury from all other programs will have their transcripts evaluated by the course and content to determine standing.

Auditing. With advance permission of the instructor, a regularly enrolled student may audit other classes. The instructor establishes the conditions under which the student may audit. *A student may request "official audit" status, in which case the course will be recorded on his or her transcript with "audit" noted by the course number. In order to obtain official audit status, the student must make a request to the instructor, and they must agree in writing on the conditions of satisfactory completion.* In no case may the student receive credit for auditing.

Non-students may audit courses only with the permission of the instructor and the Vice-President for Academic Affairs or his/her designee. *In such cases there is no official audit status.*

Special Students. Students who require only one or two courses to complete their degree requirements may apply to the Administration Committee for Special Student status. Other students may seek reduced course loads and Special Student status for exceptional personal reasons.

Individuals not enrolled as A.B. candidates are occasionally admitted as Special Students for compelling personal and educational reasons. Such individuals must apply to the Administration Committee for admission as Special Students.

Special Students must pay per course a fee of $1500 in the 1988–89 academic year.

Adjunct Students. A small number of students, primarily foreign nationals, may be admitted as non-degree candidates. They may take as many or few courses as desired and may decide whether or not they will receive grades. They pay full comprehensive fee. The Administration Committee will admit them and oversee their programs.

Motor Vehicles

All students are permitted to have or to operate a motor vehicle. All vehicles must be registered with the Campus Security office and parked in assigned lots. A student receiving financial assistance from the College is permitted to maintain a motor vehicle in Middlebury subject to the existing vehicle regulations affecting all students. However, he or she must plan to use personal funds for all expenses relating to ownership, maintenance, and operation of a motor vehicle. Such costs will not be included in the student budget when determining financial aid. The College will take what measures are necessary to ensure that no student aid funds are used to subsidize motor vehicle expenses.

Accreditation: *Middlebury College is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.*

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Middlebury College is also accredited by the Vermont State Department of Education.

Development Program

In 1954, Middlebury began a development program to seek the additional funds necessary to provide increased teaching resources, academic facilities and scholarship aid. These additional funds continue to be essential to sustain Middlebury's educational objectives.

As part of The Campaign for Middlebury, the College is making a special effort to increase endowment critical to the current and future health of the College. Gifts and bequests for scholarships and faculty support for undergraduate and graduate programs are particularly important. Gifts of $100,000 and over are needed to establish endowed undergraduate scholarships while gifts of $25,000 and over can establish graduate scholarships for the Language Schools and the Bread Loaf School of English.

Endowed Professorships

An endowed professorship is one of the most rewarding contributions that can be made to the College. Necessary funds for such an endowment range from $1 million to $1.5 million for a professorship spanning the academic year of the undergraduate college. Contributions in the $250,000 to $350,000 range can establish professorships for the Summer Language Schools. The endowed chairs currently established at Middlebury and the dates of their founding are as follows:

The Burr Professorship of Chemistry and Natural History (1829)
The John C. Baldwin Professorship of Mathematics and Natural Philosophy (1866)
The Levi P. Morton Professorship of Latin and French (1886-87)
The Beman Professorship of Mathematics (1893)
The James B. Jermain Professorship of Political Economy (1901)
The A. Barton Hepburn Women's Professorship (1908)
The George Nye and Anne Walker Boardman Professorship of Mental and Moral Science (1908)
The Paige-Wright Professorship of Economics (1913)
The Fletcher D. Proctor Professorship of American History (1918)
The Henry Norman Hudson Professorship of English (1920)
The A. Barton Hepburn Professorship of Economics (1922)
The John C. McCullough Professorship of Chemistry (1924)
The Julian W. Abernethy Professorship of American Literature (1933)
The Albert D. Mead Professorship of Biology (1949)
The George Adams Ellis Professorship of Liberal Arts (1956)
The Jean Thomson Fulton Professorship of Modern Languages and Literature (1963)
The Irene Heinz and John La Porte Given Professorship in Pre-medical Sciences (1966)
The Charles A. Dana Professorships (1966)
The Philip Battell Stewart and Sarah Frances Cowles Stewart Professorship (1970)
The Christian A. Johnson Professorship in Art History (1974)
The Christian A. Johnson Professorship in the Performing Arts (1974)
The William R. Kenan Jr. Professorship (1975)
The Christian A. Johnson Distinguished Professorship in Economics (1977)
The Frank and Eleanor Griffiths Professorships of Literature at the Bread Loaf School of English (1977)
The C. V. Starr Professorship in Linguistics and Language (1979)
The Fiftieth Anniversary Chair in the Italian School (1981)
The Benjamin F. Wissler Professorship in Physics (1983)
The John M. Kirk Jr. Chair in Medieval Literature at the Bread Loaf School of English (1984)
The Fletcher Chair in the Arts (1985)

The Pardon Tillinghast Chair in History (1985)
Donald Everett Axinn Chair in Creative Writing (1987)
The F. C. Dirks Professorship in Economics and Political Science (1987)
C.V. Starr Professorship in Russian and Soviet Area Studies (1987)

Forms for Gifts and Bequests

The corporate title of Middlebury College is “The President and Fellows of Middlebury College.” The following forms are suggested:

GENERAL: *“I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of ________________________________ for the uses and purposes of the said Corporation.”*

ENDOWMENT: *“I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of ______________________ to be added to the General Endowment of the said Corporation.”*

FOR A SPECIFIC PURPOSE: *“I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of __________________ to be known as the __________________ Fund, the principal to be invested and reinvested in its discretion, and the income and capital appreciation therefrom to be used (or if the testator prefers—‘earned income only to be used’) for the purpose of__________ ______________________ If at any time, in the judgment of the Trustees of the said Corporation, the need of income for such purpose no longer exists, The Trustees of the said Corporation shall be, and hereby are, authorized to use the income from the Fund for such purpose as shall in their judgment promote the interests of the College.”*

President and Fellows

President and Fellows of the Corporation

Olin C. Robison, D.Phil. (Oxon)., LL.D., L.H.D. President of the College	Middlebury, VT

Charter Trustees

(Calendar year indicates first date of election)

Allan R. Dragone, '50, A.B., M.B.A. (1978) Chairman of the Board and President of the Corporation	New York, NY
Jonathan O'Herron, A.B., M.B.A. (1980) Vice Chairman of the Board General Partner, Lazard Freres & Co.	New York, NY
Milton V. Peterson, '58, A.B. (1983) Vice Chairman of the Board Owner, Milton V. Peterson Investment Co.	Fairfax, VA
C. Irving Meeker, '50, A.B., M.D. (1979) Quality Assurance Officer Maine Medical Center	Portland, ME
W. Kyle Prescott, '49, A.B. (1978) President-Owner, Prescott & Co. Ltd.	Montreal, Quebec
Robert P. Youngman, '64, A.B. (1980) President, Hovey, Youngman Associates, Inc.	New York, NY
Patricia Judah Palmer, '57, A.B. (1982)	Wellesley Hills, MA

Term Trustees

	First Elected	*Term Expires*	
James S. Davis, '66, A.B. President-Owner New Balance Athletic Shoe Inc.	1984	1989	Boston, MA
Sister Elizabeth Candon, B.A., M.A., Ph.D. Special Assistant to the President, Trinity College	1984	1989	Burlington, VT

Samuel Dewitt Proctor, A.B., M.Div., Th.D. Senior Minister Abyssinian Baptist Church	1986	1991	New York, NY
Catherine R. Fallon, '57, A.B. Assistant Director of Alumni Relations Brandeis University	1982	1991	Weston, MA
Claire W. Gargalli, '64, A.B. Chairman and C.E.O. Equibank	1987	1992	Pittsburg, PA
William E. Odom Director National Security Agency	1987	1992	Fort Meade, MD
Dort A. Cameron III '67, A.B., M.B.A. Partner, Bass Investment Ltd.	1983	1993	New York, NY
Ronald H. Brown, '62, A.B., J.D. Partner, Patton, Boggs & Blow	1988	1993	Washington, D.C.
Charles S. Moffett, '67, A.B. Senior Curator, National Gallery of Art	1988	1993	Washington, D.C.

Alumni Trustees

Kathryn E. Frazer, '73, A.B., M.P.A. President, Frazer Consulting Company	1984	1989	Denver, CO
Sabin C. Streeter, '63, A.B., M.B.A. Senior Vice President for Investment Banking Donaldson Lufkin and Jenrette Securities Corp.	1984	1989	Chappaqua, NY
Reuben Mark, '60, A.B., M.B.A. President and C.E.O. Colgate-Palmolive Company	1985	1990	New York, NY
Judith Tichenor Fulkerson, '56, A.B.	1986	1991	Weston, MA
Jane Bryant Quinn, '60, A.B. Columnist Newsweek Magazine	1986	1991	Chappaqua, NY
Pete R. Decker, '57, A.B., M.A., Ph.D. Commissioner of Agriculture State of Colorado	1988	1991	Denver, CO

Trustees Emeriti

(Dates indicate election to Board of Trustees and effective date of emeritus status)

James I. Armstrong, Ph.D., LL.D., L.H.D., Litt.D. (1963, 1975)	South Berwick, ME
Mary Williams Brackett, '36, A.B., M.A., Ph.D., Litt.D. (1969, 1984)	Wilton, CT
Paris Fletcher, '24, B.S., LL.B., Sc.D., LL.D. (1956, 1973)	Worcester, MA
Alice Guest Howson, '30, A.B., M.A., Litt.D. (1948, 1979)	Poughkeepsie, NY
Arnold R. LaForce, '35, B.S., M.B.A., LL.D. (1961, 1980)	Gladstone, NJ
L. Douglas Meredith, A.B., M.A., Ph.D., LL.D. (1960, 1975)	Burlington, VT

Raymond J. Saulnier, '29, B.S., M.A., Ph.D., LL.D. (1958, 1979)	New York, NY
Hilton A. Wick, A.B., LL.B. (1969, 1984)	Burlington, VT
William S. Youngman, A.B., J.D., LL.D. (1962, 1977)	Vero Beach, FL

Officers of the Corporation

Allan R. Dragone, '50, A.B., M.B.A. Chairman of the Board President of the Corporation	New York, NY
Jonathan O'Herron, A.B., M.B.A. Vice Chairman of the Board	New York, NY
Milton V. Peterson, '58, A.B. (1983) Vice Chairman of the Board	Fairfax, VA
David W. Ginevan, B.S., M.Ed., M.B.A. Treasurer of the Corporation	Middlebury, VT
W. Kyle Prescott Secretary of the Corporation	Montreal, Quebec
Elizabeth Karnes, A.B. Assistant Secretary of the Corporation	Middlebury, VT

Academic Administration and Staff (1988–1989)

(Calendar year indicates first date of appointment; second date appointment to present position)

President

President	Olin C. Robison, D.Phil. (Oxon)., LL.D., L.H.D. (1975)
Executive Assistant to the President	Elizabeth H. Karnes, A.B. (1986)

Academic Program

Provost and Vice President for Academic Affairs	Bruce B. Peterson, A.B., Ph.D. (1962, 1985)
Associate Provost	Jane Margaret O'Brien, A.B., Ph.D. (1980, 1988)
Administrative Assistant to the Provost	Sandra LeGault, A.B., M.A. (1977, 1984)
Vice President for Foreign Languages and Director of the Language Schools	Edward C. Knox, A.B., Ph.D. (1969, 1982)
Dean of the College	John D. Emerson, A.B., Ph.D. (1973, 1986)
Associate Dean of the College	Ann Hanson, A.B., Ed.M. (1988)
Dean of the Faculty	John M. McCardell, Jr., A.B., Ph.D. (1976, 1985)
Secretary of the Faculty	Judith Nelson, A.B. (1988)
Acting Director of Academic Computing	Peter Andrews, B.S., M.A., Ph.D. (1987)
Assistant Director of Academic Computing	John Thompson-Rohrlich, B.S., M.A., Ph.D. (1985, 1987)
Assistant Director of Academic Computing	Sheldon Sax, A.B., M.A. (1984, 1987)
College Curator and Director of the Johnson Gallery	Richard A. Saunders, A.B., M.A., M.Phil., Ph.D. (1985)
College Librarian	Ronald Rucker, A.B., M.A., M.L.S. (1976)
Associate Librarian (Acting College Librarian August–March)	Hans Raum, A.B., M.L.S. (1975, 1977)
Acting Associate Librarian	Judith Watts, A.B., M.L.S. (1980, 1987)
Reference Librarian/Science Librarian	Susan W. Tucker, A.B., M.L.S. (1976, 1978)
Reference Librarian/Instruction Librarian	Stephen Plum, M.L.S., M.A. (1983)
Abernethy Curator and Archivist	Robert Buckeye, A.B., M.A., M.L.S. (1971)
Systems Librarian	Jeffrey Rehbach, A.B., M.A., M.L.S. (1981, 1985)
Catalog Librarian	Cynthia Watters, A.B., M.L.S. (1975, 1985)
Collection Development Librarian	Joanne Lopez, A.B., M.L.S. (1981)

Music Librarian	Jerry McBride, B.M., M.M., M.L.S. (1986)
Technical Adviser to the Director of the Language Schools	James W. Dodge, A.B., M.A. (1971, 1974)
Technical Director of the Theater	J. Richard Forman, A.B. (1970, 1976)

Student Services

Dean of Students	Karl L. Lindholm, A.B., M.A., Ph.D. (1976, 1988)
Associate Dean of Students	Arlinda Ardister, A.B., M.A. (1980)
Assistant Dean of Students	Martha L. Mathis, B.S., M.S. (1985)
Director of Residential Life	Francis T. Kelley, A.B., S.T.L. (1983)
Chaplain	John T. Walsh, A.B., M.A., M.Div. (1986)
Dean of Admissions	Fred F. Neuberger, A.B. (1950, 1985)
Director of Enrollment Planning	Herbert F. Dalton, Jr., A.B., M.A., Ed.M. (1979, 1982)
Associate Director of Admissions	Lynde S. Karin, A.B. (1979)
Associate Director of Admissions	Carolyn L. Perine, A.B. (1973, 1982), part-time
Associate Director of Admissions	Bertram D. Phinney, A.B. (1973, 1982)
Associate Director of Admissions	Geoffrey R. Smith, A.B., M.Ed. (1986)
Associate Director of Admissions and Director of Minority Recruitment	James H. Williams, Jr., A.B. (1983)
Special Assistant to Dean of Admissions	Eleanor H. Collins (1964)
Assistant Director of Admissions; Coordinator of Admissions Outreach	Caroline S. Donnan (1986, 1987)
Assistant Director of Admissions	Kathy M. Lindsey, A.B. (1983, 1985)
Admissions Counselor	Xavieria E. Atkins, A.B., M.Ed. (1984)
Admissions Counselor	Barbara Marlow, A.B. (1983)
Director of Campus Security	Peter S. Chenevert (1988)
Director of Career Counseling and Placement	Stephen F. Johansson, A.B., Ed.M. (1981)
Associate Director of Career Counseling and Placement	Darlyn P. Martin (1963, 1985)
Associate Director of Career Counseling and Placement	Valerie B. Szymkowicz, A.B., M.Ed. (1984)
Director, Counseling and Human Relations Center	Gary F. Margolis, A.B., Ph.D. (1972)
Psychological Counselor; Coordinator of Psychological Testing and Evaluation	Brenda Andrieu, A.B., Ph.D. (1988)
Assistant Director, Counseling and Human Relations Center; Coordinator of Health Education	Marianna McShane, A.B., M.A. (1982, 1987)
Director of Undergraduate Records	Lucinda A. Rigg (1976, 1983)
Director of Financial Aid	Robert Donaghey, A.B., M.A. (1984)

Associate Director of Financial Aid	Patricia L. Santner, B.S. (1985)
Associate Director of Financial Aid	Debra J. Hintz (1987)
Assistant Director of Financial Aid	Kathleen O'Meara (1981)
Medical Director of the George Parton Health Center	Ruth K. Grant, M.D. (1986)
Administrative Director of the George Parton Health Center	Nancy S. Cutting, R.N. (1983) (1986)
Student Activities Director	Catherine Walsh, A.B., M.A. (1988)
Student Employment Coordinator and Volunteer Services Adviser	Tiffany Sargent, A.B. (1985)

Development, Alumni Relations

Vice President for Development	Clarence W. Leeds, III, B.S. (1981)
Senior Development Officer	Gordon C. Perine, A.B. (1951, 1984)
Director of Development	Amy Hastings, A.B., M.A. (1984, 1988)
Director of Capital and Planned Gifts	Michael D. Schoenfield, A.B., M.Ed. (1983, 1987)
Director of Alumni Relations	Hugh W. Marlow, A.B. (1980)
Director of Public Affairs	Ronald Nief, A.B. (1976, 1978)
Director of Annual Funds	Mona M. Wheatley, A.B., M.Ed. (1980)
Director of Foundation and Corporate Relations	Susan Veguez, A.B., M.A. (1972, 1984)
Director of Sports Information	Max P. Petersen, A.B. (1962)
College Editor	Edward Ernst, A.B., M.A. (1986)

Business Management

Vice President for Administration and Treasurer	David W. Ginevan, B.S., M.Ed., M.B.A. (1973, 1983)
Assistant Treasurer	Richmond G. Littlefield, B.S., M.B.A., C.P.A. (1967, 1976)
Purchasing Agent	Howard W. Brush (1980, 1983)
Personnel Director	Roger E. Cole, A.B., M.B.A. (1974)
Assistant Personnel Director	Shirley Fisler (1974, 1984)
Plant Engineer	Harvey N. Drinkwine (1956, 1967)
Director of Data Processing	Norman D. Hadley, A.B. (1966, 1968)
Manager of Custodial Services	Virginia C. Hall (1974, 1980)
Manager of Golf Course, Snow Bowl	Howard R. Kelton (1969, 1979)
Comptroller	John J. Palmeri, B.B.A., C.P.A. (1977)
Manager of College Store	Carl Peabody, B.S. (1962, 1964)
Director of Budget Administration	Rhoda M. Rader, B.S. (1979, 1984)
Publications Coordinator and Reprographics Manager	Norma Jean Rollet (1983)

Manager of Mail Services	Eileen M. Rollinson (1969)
Business Manager	James D. Ross, A.B., M.B.A. (1956, 1964)
Director of Dining Services	Ted A. Mayer (1987)
Assistant Director of Technical Support	Arthur J. Thorne (1968, 1980)
Director of New Construction and Major Renovations	Gerald Vaillancourt (1983, 1984)
College Forester	Stephen W. Weber, B.A., M.S. (1978, 1980)
Director of Operations	George W. Whitney, Jr., A.B. (1973, 1983)
Director of Physical Plant	Jon C. Woodbury, B.S. (1978)

Athletic Program

Director of Athletics	G. Thomas Lawson, B.S. (1969, 1977)
Asst. Director of Athletics; Coach: Men's Basketball, Golf	Russell L. Reilly, A.B., M.Ed. (1977)
Asst. Director of Athletics; Coach: Women's/Men's Tennis	Gail Smith, A.B. (1977)
Coach: Skiing, Cross-Country	Terry L. Aldrich, B.S. (1975)
Coach: Women's Basketball, Asst. Coach: Women's Field Hockey, Asst. Intramural Director	Amy Backus
Coach: Men's Hockey, Women's Soccer	William Beaney, B.A. (1986)
Coach: Men's/Women's Track, Asst. Coach: Football	Martin Beatty, B.A. (1987)
Coach: Men's/Women's Alpine Skiing, Asst. Coach: Baseball	Bart Bradford
Director of the Brown Pool, Coach: Men's/Women's Swimming, Asst: Women's Lacrosse	Mary Ellen Claffey, B.S. (1986)
Fitness Director, Asst. Coach: Football, Men's Lacrosse	Michael Gerber, B.S. (1987)
Director of Physical Education, Intramurals and Club Sports Coach: Men's Lacrosse	James A. Grube, A.B. (1978)
Coach: Football, Men's Asst. Tennis	Michael G. Heinecken, B.S., M.Ed. (1973)
Coach: Field Hockey, Women's Lacrosse	Carson Hopkinson, B.S. (1977)
Coach: Men's Soccer, Women's Squash	David F. Saward (1985)
Asst. Coach: Women's Cross-Country Skiing and Track	Patricia Roff, B.S. (1988)
Coach: Baseball; Asst. Coach: Football	Robert L. Smith, A.B., M.A. (1979)
Director of Sports Medicine	Frank O. Bruch, A.B., M.D. (1977, 1984)
Athletic Trainer	Richard W. Waterman (1956)
Athletic Trainer	David P. Matthews, B.S. (1983)
Physical Therapist	Susan E. Murphy, A.B. (1976)
Physical Therapist	Barbara Conger, B.S. (1987)

Language Schools, Bread Loaf

Vice President for Foreign Languages	Edward C. Knox, Ph.D. (1982)
Assistant to the Director	T.B.A.
Director of the School of Arabic	Peter F. Abboud, Ph.D. (1982)
Dean of the School of Arabic	Thomas Huber, Ph.D. (1966)
Director of the Bread Loaf School of English	Paul M. Cubeta, Ph.D. (1964)
Director of the Bread Loaf Writers' Conference	Robert Pack, M.A. (1972)
Administrative Director of the Bread Loaf Writers' Conference	Stanley P. Bates, Ph.D. (1978)
Director of the Chinese School	Chih-p'ing Chou, Ph.D. (1984)
Dean of the Chinese School	John Berninghausen, Ph.D. (1988)
Director of the French School	Daniel Jourlait, Ph.D. (1986)
Dean of the French School	Bethany Ladimer, Ph.D. (1977)
Director of the School in France: Paris	Carol de Dobay Rijelj, Ph.D. (1972)
Director of the German School	Konrad Kenkel, Ph.D. (1987)
Dean of the German School	Thomas Huber, Ph.D. (1971)
Director of the School in Germany: Mainz	Van Horn Vail, Ph.D. (1966)
Director of the Italian School	Edoardo Lebano, Ph.D. (1986)
Dean of the Italian School	Fabio Girelli-Carasi, Ph.D. (1984)
Director of the School in Italy: Florence	Anna L. Barsanti (1976)
Acting Director of the School in Italy: Florence, Spring	Ugo Skubikowski, Ph.D. (1981)
Director of the Japanese School	Matuso Soga, Ph.D. (1988)
Dean of the Japanese School	Nobuo Ogawa, Ph.D. (1988)
Director of the Spanish School	Frank P. Casa, Ph.D. (1987)
Dean of the Spanish School	Eduardo Béjar, Ph.D. (1988)
Director of the School in Spain: Madrid	Eduardo Camacho, Ph.D. (1972)
Director of the Russian School	David Bethea, Ph.D. (1981)
Dean of the Russian School	Thomas R. Beyer, Ph.D. (1981)
Director of the School in the Soviet Union: Moscow	Kevin Moss, Ph.D. (1983)

FACULTY (1988-89)

Olin C. Robison, A.B., Baylor; D.Phil. (Oxon), Oxford; LL.D., Baylor; L.H.D., Monterey Institute
President and College Professor (1975)

Bruce B. Peterson, A.B., Middlebury; Ph.D., Syracuse
Provost and Vice President for Academic Affairs (1985); Professor of Mathematics (1962)

Edward C. Knox, A.B., Wesleyan; Ph.D., Yale
Vice President for Foreign Languages; Director of the Language Schools (1982); Jean Thomson Fulton Professor of Modern Languages and Literature (1969)

John D. Emerson, A.B., University of Rochester; M.S., Ph.D., Cornell
Dean of the College (1986); Professor of Mathematics (1973)

John M. McCardell, Jr., A.B., Washington and Lee; Ph.D., Harvard
Dean of the Faculty (1988); Professor of History (1976)

Jane Margaret O'Brien, A.B., Vassar; Ph.D., University of Delaware
Associate Provost (1988); Associate Professor of Chemistry (1980)

Eve Adler, A.B., Queens College; M.A., Brandeis; Ph.D., Cornell
Professor of Classics (1977), on leave 1988-89

Jan Albers, A.B., Carleton College; M.A., M. Phil., Ph.D., Yale
Visiting Assistant Professor of History (1988)

Terry L. Aldrich, B.S., St. Lawrence
Assistant Professor of Physical Education (1975)

Julia Alvarez, A.B., Middlebury College; M.A., Syracuse University
Assistant Professor of English (1988)

Bernhard Anderson, A.B., College of the Pacific; B.D., Pacific School of Religion; Ph.D., Yale
Visiting Professor of Religion, spring term (1989)

Robert C. Anderson, A.B., M.A., University of Pittsburgh
Visiting Instructor in Italian (1988)

Glenn M. Andres, B.Arch., Cornell; M.F.A., Ph.D., Princeton
Professor of Art (1970)

Reinhard Andress, A.B., Rochford College; M.A., Ph.D., University of Illinois, Champaign-Urbana
Visiting Assistant Professor of German (1988)

Alicia Andreu, A.B., Chapman; M.A., Wisconsin; Ph.D., Oregon
Professor of Spanish (1976)

David H. Andrews, A.B., Ohio Wesleyan; M.A., Ph.D., Cornell
Professor of Anthropology (1968), on leave 1988-89

Peter Andrews, B.Sc., University of Toronto; M.A., Ph.D., Cornell
Acting Director of Academic Computing and Associate Professor of Mathematics (1987)

Richard T. W. Arthur, A.B., Oxford; M.A., McGill; Ph.D., University of Western Ontario
Assistant Professor of Philosophy (1985)

Amy Backus, B.S., Central Michigan University
Instructor in Physical Education (1987)

David Bain, A.B., Boston University
Lecturer in English (part-time) (1987)

Alexandra Baker, A.B., Hunter; M.A., Indiana
Lecturer in Russian (1972), on leave 1988–89

Lynne R. Baker, A.B., M.A., Ph.D., Vanderbilt
Professor of Philosophy (1976), on leave 1988–89

Robert L. Baker, A.B., Colorado; M.A., Ph.D., Michigan
C. V. Starr Professor of Russian and Soviet Studies (1967), on leave 1988–89

Cates Baldridge, A.B., Johns Hopkins; M.A., Ph.D., University of Virginia
Visiting Assistant Professor of English (1986)

Brewster Baldwin, A.B., Williams; M.A., Ph.D., Columbia
Professor of Geology, on Associate Status (1958)

Simon Barenbaum, Ph.D., Brown
George Adams Ellis Professor of French (1970)

Ann Marie Basom, A.B., University of Minnesota; M.A., Ph.D., University of Wisconsin
Assistant Professor of Russian (1987)

Ellen O. Basu, A.B., Williams; M.A., Ph.D., Harvard
Assistant Professor of Anthropology (1985)

Stanley P. Bates, A.B., Dartmouth; A.B., M.A., Oxford; M.A., Ph.D., Harvard
Professor of Philosophy (1971)

William Beaney, A.B., University of New Hampshire
Assistant Professor of Physical Education (1986)

Martin Beatty, A.B., Middlebury
Instructor in Physical Education (1987)

Eduardo C. Béjar, A.B., B.Arch., Rice; M.A., University of Houston; M.A., Ph.D., University of Massachusetts, Amherst
Assistant Professor of Spanish (1985)

Barbara L. Bellows, A.B., M.A., Ph.D., University of South Carolina
Assistant Professor of History (1983)

Raymond E. Benson, A.B., M.A., Ph.D., University of Wisconsin
Adjunct Professor of Russian and Soviet Studies and Director of the American Collegiate Consortium for East-West Cultural and Academic Exchange (1987)

John D. Berninghausen, A.B., University of Minnesota; M.A., Ph.D., Stanford
Professor of Chinese (1976)

John A. Bertolini, A.B., Manhattan; M.A., Ph.D., Columbia
Associate Professor of English (1975)

Thomas R. Beyer, Jr., B.S., Georgetown; M.A., Ph.D., University of Kansas
Professor of Russian (1975)

Karen L. Black, A.B., Bryn Mawr, M.A., Harvard; Ph.D., Bryn Mawr
Visiting Assistant Professor of Russian (1987)

Paul W. Blank, A.B., Oberlin; M.S., University of Wisconsin, Madison
Instructor in Geography (1986)

Suzanne Bocanegra, B.F.A., University of Texas; M.F.A., San Francisco Art Institute
Artist-in-Residence, fall term (1988)

Elizabeth A. Bowman, A.B., George Washington University; M.M., M. Phil., Ph.D., Columbia
Visiting Assistant Professor of French (1988)

Bart Bradford, B.S., Johnson State College
Instructor in Physical Education (1987)

Priscilla Bremser, A.B., Smith; M.A., Ph.D., Johns Hopkins
Assistant Professor of Mathematics (1984), on leave 1988–89

David A. Bumbeck, B.F.A., Rhode Island School of Design; M.F.A., Syracuse
Professor of Art (1968)

Jean Burfoot, B.S., London School of Economics; M.A., University of California, Los Angeles
Visiting Instructor in Sociology (1988)

James P. Butler, Jr., B.F.A., Rhode Island School of Design; M.F.A., Indiana University
Assistant Professor of Art (1981)

Jeffrey Byers, B.S., University of Rochester; Ph.D., Dartmouth
Assistant Professor of Chemistry (1986)

Charles Callahan, B.Mus., Curtis Institute of Music; M.Mus., Catholic University of America
Acting Choir Director and Composer-in-Residence with rank of Assistant Professor of Music (1988)

Catherine P. Campbell, A.B., University of Washington; M.A., Ph.D., Stanford
Assistant Professor of Chinese (1986)

Penny Campbell, A.B., Bennington College
Lecturer in Dance (1985)

Robert Campbell, A.B., Oklahoma State; M.A., University of Hawaii
Visiting Instructor in Japanese (1988)

Bonnie Catto, A.B., Mt. Holyoke; M.A., Ph.D., University of Pennsylvania
Visiting Associate Professor of Classics (1988)

Daniel F. Chamberlain, M.A., Licenciatura, Universidad Nacional Autonoma de Mexico; Ph.D., University of Toronto
Assistant Professor of Spanish (1988)

Gregory Chiang Kuei-ke, A.B., National Taiwan University; M.A., University of Vermont
Lecturer in Chinese (1976), on leave winter and spring terms 1988–89

Sunhee Choi, B.S., Seoul National University; M.A., The Korea Advanced Institute of Science; Ph.D., Princeton
Visiting Assistant Professor of Chemistry (1987)

Robert R. Churchill, B.S., M.S., Northern Illinois University; Ph.D., University of Iowa
Associate Professor of Geography (1978), on leave 1988–89

Mary Ellen Claffey, B.S., University of New Hampshire
Instructor in Physical Education (1986); Director of Brown Pool (1987)

Michael Paul Claudon, A.B., University of California, Berkeley; Ph.D., Johns Hopkins
Professor of Economics, on Associate Status (1970)

Nicholas R. Clifford, A.B., Princeton; M.A., Ph.D., Harvard
College Professor and Professor of History, on Associate Status (1966)

Janine Clookey, B.S., SUNY at Buffalo; M.S., Brown
Visiting Instructor in Mathematics (1984)

Raymond A. Coish, B.S., Memorial University of Newfoundland; Ph.D., University of Western Ontario
Associate Professor of Geology (1979)

David C. Colander, A.B., M.A., M.Phil., Ph.D., Columbia
Christian A. Johnson Distinguished Professor of Economics (1982)

Susan C. Cook, A.B., Beloit College; M.A., Ph.D., University of Michigan
Assistant Professor of Music (1985)

Richard Cornwall, A.B., Princeton; Ph.D., University of California, Berkeley
Professor of Economics (1977)

Paul M. Cubeta, A.B., Williams; Ph.D., Yale
College Professor of Humanities (1952); Director of the Bread Loaf School of English (1964), on leave 1988–89

Eric L. Davis, A.B., Brown; M.A., Ph.D., Stanford
Associate Professor of Political Science (1980)

Sergei Davydov, A.B., Charles University; M.A., Ludwig-Maximillian University; Ph.D., Yale
Professor of Russian (1976–78, 1988)

Janamitra Devan, B.Sc., M.B.A., Ph.D., Indiana University
Visiting Assistant Professor of Economics (1988)

Richard H. Dollase, A.B., Brown; M.A.T., C.A.S., Wesleyan; D.Ed., Boston University
Director of Teacher Education with rank of Associate Professor (1982), on leave 1988–89

Emmie Donadio, A.B., Western Reserve University; M.A., M.Phil, Columbia
Acting Director of the Johnson Gallery, spring term (1988)

Stephen Donadio, A.B., Brandeis; M.A., The Sorbonne; Ph.D., Columbia
Professor of American Literature (1977)

Elizabeth Dore, A.B., Vassar; M.Phil., Ph.D., Columbia
Dana Faculty Fellow in Latin American History and Assistant Professor of History (1987)

David R. Dorman, B.S., Hobart; Sc.M., Ph.D., Brown
Assistant Professor of Mathematics (1984)

Murray P. Dry, A.B., M.A., Ph.D., University of Chicago
Professor of Political Science (1968)

Jeffrey S. Dunham, B.S., University of Washington; M.S., Ph.D., Stanford
Associate Professor of Physics (1983), on leave 1988–89

David C. Elbert, B.A., Johns Hopkins; M.S., University of Massachusetts
Visiting Instructor in Geology (1988)

John C. Elder, A.B., Pomona; Ph.D., Yale
Professor of English (1973)

Albert H. Ewell, Jr., A.B., Haverford; Ph.D., New York University
Professor of Psychology (1952)

Frank Fairfax, A.B., University of Pennsylvania; M.A., University of Michigan
Instructor in Anthropology (1987)

Emory M. Fanning, B.M., Oberlin; M.M., Illinois; Mus. A.D., Boston University
Fletcher Professor of the Arts (1985), on leave 1988–89

Cheryl Faraone, B.A., M.F.A., Catholic University of America; Ph.D., Florida State University
Assistant Professor of Theatre (1986)

Robert L. Ferm, A.B., College of Wooster; B.D., Yale Divinity School; Ph.D., Yale
Tillinghast Professor of Religion (1964–65, 1969), on leave winter and spring terms 1988–89

William Frey, A.B., Villanova; M.A., Ph.D., University of Vermont
Visiting Associate Professor of Psychology (1987)

Philip Gasper, A.B., Queen's College; M.A., University of Calgary; M.A., Cambridge; Ph.D., Cornell
Visiting Assistant Professor of Philosophy (1988)

Michael C. Gerber, B.S., University of Maine, Orono; M.Sc., Syracuse
Instructor in Physical Education (1987)

John Shanklin Gilkeson, Jr., A.B., Amherst; M.A., University of Oklahoma; Ph.D., Brown
Dana Faculty Fellow in American Civilization with rank of Assistant Professor, on leave 1988–89

Fabio Girelli-Carasi, A.B., M.A., Ph.D., University of Wisconsin
Assistant Professor of Italian (1984–85, 1986)

Robert W. Gleason, A.B., Middlebury; Ph.D., Massachusetts Institute of Technology
Professor of Chemistry (1960)

Peter Goreau, B.Sc., Bristol University; Dr. Sc., Massachusetts Institute of Technology
Assistant Professor of Geology (1980)

Robert K. Gould, B.S., University of Maine; M.S., Ph.D., Brown
Professor of Physics (1968)

James Grant, A.B., Hampshire College; M.A., University of Iowa
Instructor in Music (1988)

Susan E. Gray, A.B., Earlham College; M.A., Ph.D., University of Chicago
Visiting Assistant Professor of History (1986)

Joanna Greenwood, B. Mus., University of London, Goldsmith's College; M. Mus., University of London, King's College; M.A., Cornell
Instructor in Music (1988)

Joan Towne Greiner, B.S., Skidmore; M.S., Smith
Professor of Physical Education, on Associate Status (1960)

Arthur St. Leger Grindon, A.B., University of California, Berkeley; M.A., Ph.D., New York University
Assistant Professor of Theatre (1987)

James A. Grube, A.B., Lebanon Valley College
Assistant Professor of Physical Education (1978)

Rudolf K. Haerle, Jr., A.B., Dartmouth; M.A., Ph.D., University of Chicago
Professor of Sociology (1962–66, 1967)

Joanna S. Hall, A.B., Boston University; M.Ed., Lesley
Lecturer in Teacher Education (1980)

Lucy E. Harding, B.S., Stanford; M.S., Ph.D., University of Arizona
Assistant Professor of Geology (1984), on leave 1988–89

Ursula M. Heibges, A.B., Catholic University of America; M.A., Columbia; Ph.D., Bryn Mawr
Associate Professor of Classics, on Associate Status (1961)

Michael Heinecken, B.S., M.Ed., University of Delaware
Assistant Professor of Physical Education (1973)

Diana E. Henderson, A.B., College of William & Mary; M.A., M. Phil., Columbia
Instructor in English (1986)

Claudia A. Henrion, A.B., B.S., Stanford; M.A., Ph.D., Dartmouth
Assistant Professor of Mathematics, on Associate Status (1985)

Kathryn Henry, A.B., M.A., Stanford; M.A. Middlebury
Visiting Instructor in Russian (1988)

Robert W. Hill, Jr., A.B., M.A., Ph.D., Harvard
Professor of English (1966)

Carson L. Hopkinson, B.S., Springfield College
Assistant Professor of Physical Education (1977)

William Howland, A.B., M.A., University of Vermont; Ph.D, McGill
Assistant Professor of Northern Studies (1984)

Thomas Huber, M.A., University of Vermont; M.A., Ph.D., Princeton
Professor of German (1966)

John Huddleston, A.B., Yale; M.F.A., San Francisco State University
Assistant Professor of Art (1987)

John M. Hunisak, A.B., Williams; M.A., Ph.D., New York University
Christian A. Johnson Professor of Art (1970)

Travis B. Jacobs, A.B., Princeton; M.A., Ph.D., Columbia
Professor of History (1965)

Joanne Jacobson, A.B., University of Illinois, Urbana; M.A., Ph.D., University of Iowa
Assistant Professor of American Literature (1981)

John P. Keenan, A.B., Charles Borromeo Seminary; M.A., University of Pennsylvania; Ph.D., University of Wisconsin, Madison
Visiting Assistant Professor of Religion (1986)

Linda K. Keenan, A.B., Grinnell College; M.A., Harvard
Instructor in Japanese (1986)

Constance N. Kenna, A.B., Elmira; M.A., Yale
Lecturer in German (1971, 1973), on leave 1988–89

Huguette Knox, M.A., University of Aix-en-Provence
Lecturer in French (part-time) (1982)

Michael Kraus, A.B., University of Colorado; M.A., Ph.D., Princeton
Associate Professor of Political Science (1980)

Bethany Ladimer, A.B., Barnard; M.A., Ph.D., Columbia
Assistant Professor of French (1977–1981, 1986)

William LaGasse, B.S., Siena College; M.S. SUNY at Albany; M.S., Union; M.S., Highland University
Visiting Lecturer in Mathematics and Computer Science (1985)

Marjorie E. Lamberti, A.B., Smith; M.A., Ph.D., Yale
Charles A. Dana Professor of History (1964), on leave 1988–89

C. Randall Landgren, A.B., Albion College; M.A., Ph.D., Harvard
Associate Professor of Biology (1977), on leave fall and winter terms 1988–89

James Larrabee, B.S., Trinity; M.A., Ph.D., Princeton
Assistant Professor of Chemistry (1986)

G. Thomas Lawson, B.S., Springfield College
Professor of Physical Education (1969); Director of Athletics (1977)

Sydney Lea, A.B., M.A., Ph.D., Yale
Senior Editor of *New England Review/Bread Loaf Quarterly* with rank of Associate Professor of English (1980)

Neil A. Leary, A.B., Macalaster College; M.A., University of Washington
Instructor in Economics (1988)

Russell J. Leng, A.B., Middlebury; Ph.D., American University
Frederick C. Dirks Professor of Political Science (1966)

Helmuth Liebel, University of Mainz
Instructor in German (1987)

Ronald D. Liebowitz, A.B., Bucknell; M.A., Ph.D., Columbia
Associate Professor of Geography (1984)

Karl Lindholm, A.B., Middlebury; M.A., Ph.D., Case Western Reserve
Dean of Students (1988); Assistant Professor of American Literature (part-time) (1981)

Judith Liskin-Gasparro, A.B., Bryn Mawr; M.A., Princeton
Lecturer in Spanish (part-time) and Assistant for Special Programs in the Language Schools (1986)

David J. Littlefield, A.B., Spring Hill; M.A., Ph.D., Yale
Philip Battell Stewart and Sarah Frances Cowles Stewart Professor of English (1953–56, 1959)

Donald S. Lopez, Jr., A.B., M.A., Ph.D., University of Virginia
Professor of Religion (1980), on leave 1988–89

Jen-mei Ma, A.B., Fu-Jen University; M.A., University of Kansas
Visiting Instructor in Chinese and Art (1988)

David A.J. Macey, A.B., Brooklyn College; M.A., M.Phil., Ph.D., Columbia
Associate Professor of History (1978)

Gary Margolis, A.B., Middlebury; Ph.D., SUNY at Buffalo
Associate Professor of English (part-time); Director of the Counseling and Human Relations Center (1972)

Edward A. Martin, A.B., Princeton; M.A., Ph.D., Columbia
Henry Norman Hudson Professor of English (1961)

Robert P. Martin, B.S., M.S., Central Connecticut State; M.A., Ph.D., University of Maryland
Professor of Mathematics (1976)

Tamar Mayer, A.B., University of Haifa; M.S., Ph.D., University of Wisconsin
Assistant Professor of Geography (1985)

John P. McWilliams, Jr., A.B., Princeton; M.A., Ph.D., Harvard
Julian W. Abernethy Professor of American Literature (1977), on leave 1988–89

Gustavo Mejia, Licenciatura, Universidad de Los Andes; M.A., University of Essex
Visiting Assistant Professor of Spanish (1988)

Barbara Merz, A.B., Lancaster University; M.S., University of Western Ontario; M.S., University of Vermont
Visiting Lecturer in Mathematics and Computer Science (part-time) (1983)

Gary G. Meyers, A.B., Pomona; M.A., Claremont Graduate School; Ph.D., Stanford
Assistant Professor of Political Science (1984)

Brett Millier, A.B., Yale; Ph.D. Stanford
Assistant Professor of American Literature (1986)

Don Mitchell, A.B., Swarthmore
Visiting Lecturer in English (part-time) (1986)

Hiroshi Miyaji, A.B., Kyoto University; M.A., Ph.D., Stanford
Professor of Philosophy; C. V. Starr Professor of Language and Linguistics (1980)

Paul Monod, A.B., Princeton; M.A., M.Phil., Ph.D., Yale
Assistant Professor of History (1984), on leave 1988–89

Kevin M. Moss, A.B., Amherst; M.A., Ph.D., Cornell
Assistant Professor of Russian (1983, 1985); Director of the School in Moscow, 1988–89

Kenneth Myers, A.B., Cornell; M.A., M.Phil., Yale
Visiting Instructor in American Literature (1986)

David Napier, B.Phil., University of Louvain; M. Litt., D. Phil., Oxford
Dana Faculty Fellow in Art and Anthropology with rank of Assistant Professor (1984)

Elizabeth Napier, A.B., Kalamazoo College; M.A., Ph.D., University of Virginia
Associate Professor of English (1978)

Eric G. Nelson, A.B., University of Illinois; M.A., M.F.A., University of Iowa
Associate Professor of Art (1978)

Margaret K. Nelson, A.B., Swarthmore; Ph.D., Columbia
Professor of Sociology (1975)

Paul E. Nelson, A.B., Augustana; M.A., Ph.D., University of Chicago
Professor of Political Science (1963)

Beatrice Ness, A.B., M.A., D.E.A., Doctorate, University of Paris
Visiting Assistant Professor of French (1986)

Fred F. Neuberger, A.B., Middlebury
Dean of Admissions (1955)

Daniel Nolle, A.B., M.A., University of Missouri; M.A., Ph.D., Johns Hopkins
Assistant Professor of Economics (1987)

David Nugent, A.B., Michigan State; M.A., M.Phil., Ph.D., Columbia
Visiting Assistant Professor of Anthropology (1988)

Charles A. Nunley, A.B., M.A., Middlebury; M.A., Princeton
Visiting Instructor in French (1988)

Victor L. Nuovo, A.B., Hope; B.D., New Brunswick Theological Seminary; Ph.D., Columbia
Charles A. Dana Professor of Philosophy (1962)

Nancy M. O'Connor, A.B., Swarthmore; Ph.D., Cornell
Professor of French (1977)

Nobuo Ogawa, A.B., Keio University; M.A., University of British Columbia; Ph.D., University of Pennsylvania
Associate Professor of Japanese (1988)

Judith Olinick, A.B., University of Michigan; Ph.D., University of Wisconsin
Lecturer in Russian (part-time) (1978)

Michael Olinick, A.B., University of Michigan; M.A., Ph.D., University of Wisconsin
Professor of Mathematics (1970)

Andrea Olsen, A.B., Millikan University; M.F.A., University of Utah
Associate Professor of Dance (1982)

Bob Osborne, B.S., University of Tennessee; Ph.D., McMaster University
Associate Professor of Psychology (1979)

Patricia Pack, A.B., Barnard; M.A., Columbia
Lecturer, and Tutor-in-Writing (1981)

Robert Pack, A.B., Dartmouth; M.A., Columbia
Donald Everett Axinn Professor of Creative Writing (1964); Director of the Bread Loaf Writers' Conference (1972)

Jay Parini, A.B., Lafayette; B.Phil., Ph.D., University of St. Andrews
Professor of English (1982), Assistant Director of the Bread Loaf Writers' Conference (1988)

Edward S. Perry, A.B., Baylor; M.A., Ph.D., University of Iowa
Professor of Theatre and Art (1978)

Thomas E. Peterson, A.B., Stanford; B.F.A., California Institute of Arts and Crafts; M.A., University of California, Berkeley; Ph.D., Brown
Visiting Assistant Professor of Italian (1987)

Robert Ponterio, A.B., M.A., SUNY at Binghamton; Ph.D., University of Illinois, Champaign-Urbana
Visiting Assistant Professor of French (1987)

Chandler A. Potter, A.B., Amherst, M.F.A., Yale
Professor of Drama (1956)

Kirsten H. Powell, B.F.A. Ohio Wesleyan; M.Ed., Lehigh; M.A., University of Delaware; M.Phil., Ph.D., Columbia
Assistant Professor of Art (1983)

David Price, A.B., Amherst; M.A., Ph.D., Princeton
Professor of English (1970)

Jonathan Price, A.B., Haverford; M.A., Ph.D., Princeton
Assistant Professor of Classics (1987)

Henry B. Prickitt, A.B., Amherst; Ph.D., Harvard
Henry Norman Hudson Professor of English Emeritus; Professor of English, on Associate Status (1948)

Robert Prigo, A.B., M.A., Ph.D., University of California, Santa Barbara
Associate Professor of Physics (1980)

David Langdon Prouty, A.B., Colgate; Ph.D., Tulane
Professor of Psychology (1959)

Stephen J. Ratcliff, B.S., Case Institute of Technology; Ph.D., Princeton
Visiting Assistant Professor of Physics (1985)

Russell L. Reilly, A.B., Bates; M.Ed., Boston University
Assistant Professor of Physical Education (1977); Assistant Director of Athletics (1983)

Marc Riess, A.B., SUNY at Stony Brook; M.A., Ph.D., University of Florida
Associate Professor of Psychology, on Associate Status (1978)

Carol Rifelj, A.B., M.A., Ph.D., University of Wisconsin
Professor of French (1972); Director of the School in Paris, 1988–89

Robert D. Ritter, A.B., Middlebury
Instructor in Physical Education (1982)

Michael Robinson, A.B., Washington University; Ph.D., University of Texas
Visiting Assistant Professor of Economics (1987)

E. Burke Rochford, Jr., A.B., California State University, San Bernardino; M.A., Ph.D., University of California, Los Angeles
Assistant Professor of Sociology (1986), on leave 1988–89

Steven C. Rockefeller, A.B., Princeton; B.D., Union Theological Seminary; Ph.D., Columbia
Professor of Religion, on Associate Status (1971)

Richard Romagnoli, A.B., Iona College; M.A., Catholic University of America; Ph.D., Florida State University
Assistant Professor of Theatre (1986)

Thomas M. Root, B.S., University of Detroit; M.S., Ph.D., University of Wyoming
Associate Professor of Biology (1979)

David A. Rosenberg, B.S., University of Pennsylvania; M.P.A., Ph.D., Cornell
Professor of Political Science (1972)

Ira Rosenholtz, A.B., Brandeis; M.A., Ph.D., University of Wisconsin
Visiting Associate Professor of Mathematics

Ronald E. Rucker, A.B., Pomona; M.A., Harvard; M.L.S., University of California, Berkeley
Librarian with rank of Professor (1976), on leave fall and winter terms 1988–89

George B. Saul, II, A.B., M.A., Ph.D., University of Pennsylvania
Charles A. Dana Professor of Biology (1967)

Richard A. Saunders, A.B., Bowdoin; M.A., University of Delaware; M.Phil., Ph.D., Yale
College Curator and Director of the Johnson Gallery with rank
of Assistant Professor of Art (1985), on leave spring term 1988–89

David Saward, A.B., University of London; M.S., Springfield College
Instructor in Physical Education (1985)

Sheldon C. Sax, A.B., Commerce University of Toronto; M.A., Simon Fraser University
Assistant Director of Academic Computing with rank of Instructor in Economics (1984)

Robert S. Schine, A.B., Kenyon College; M.A., Universität Freiburg i.Br.
Dana Faculty Fellow in Jewish Studies and Instructor in Religion (1985)

Pamela J. Schirmeister, A.B., Yale
Visiting Instructor in American Literature (1988)

John C. Schmidt, A.B., Bucknell; M.A., University of California, Berkeley; Ph.D., Johns Hopkins
Assistant Professor of Geography and Geology (1988)

Peter Schumer, B.S., M.S., Rensselaer Polytechnic Institute; Ph.D., University of Maryland
Assistant Professor of Mathematics (1983), on leave 1988–89

Charles P. Scott, A.B., Ohio State; B.D., Princeton Theological Seminary
Professor of Religion; Chaplain Emeritus (1951)

Sallie P. Sheldon, A.B., M.A., SUNY at Buffalo; Ph.D., University of Minnesota
Assistant Professor of Biology (1985)

Mutsuko Simon, A.B., International Christian University, Tokyo; M.A., University of Michigan
Visiting Instructor in Japanese (1987), on leave 1988–89

James C. Shuman, A.B., Carleton; M.S., Ed.D., West Virginia University
Visiting Assistant Professor of Teacher Education and Acting Director of the Teacher Education Program (1988)

Ugō Skubikowski, A.B., George Washington; M.A., University of Colorado; Ph.D., Indiana
Associate Professor of Italian (1981); Director of the School in Florence, 1988–89

Pamela L. Small, A.B., California State University, Hayward; M.T., Children's Hospital, San Francisco; Ph.D., Stanford
Assistant Professor of Biology (1986)

Gail D. Smith, B.S., SUNY at New Paltz
Instructor in Physical Education (1986); Assistant Director of Athletics (1987)

Robert L. Smith, A.B., University of Delaware; M.A., University of Maine, Orono
Assistant Professor of Physical Education (1979)

Catherine M. Sokil, A.B., Yale; M.A., M.B.A., Indiana University
Instructor in Economics (1987)

Paul M. Sommers, A.B., University of California, Santa Cruz; M.A., University of Michigan; Ph.D., University of California, San Diego
Associate Professor of Economics (1976)

Katherine Sonderegger, A.B., Smith College; M.Div., S.T.M., Yale
Visiting Instructor in Religion (1987)

Stephen F. Sontum, A.B., Southern Lutheran College; Ph.D., University of California, Davis
Assistant Professor of Chemistry (1983)

M. Kimberly Sparks, A.B., Ph.D., Princeton
Charles A. Dana Professor of German, on Associate Status (1966)

John Spencer, A.B., Princeton; M.A., Ph.D., Columbia; Litt.D., Atlanta University
William R. Kenan, Jr., Professor of History (1974)

Douglas C. Sprigg, A.B., M.A., Ph.D., University of Michigan
Professor of Theatre (1975)

John Thompson-Rohrlich, B.S., Pennsylvania State University; M.A., Ph.D., University of Delaware
Assistant Director of Academic Computing with the rank of Assistant Professor of Mathematics and Computer Science (1985)

Betsy K. Thurber, A.B., University of Vermont
Lecturer in Teacher Education (part-time) (1972)

Pardon E. Tillinghast, A.B., Brown; Ph.D., Harvard
Charles A. Dana Professor of History, on Associate Status (1947)

George B. Todd, A.B., Amherst; M.B.A., Stanford; M.F.A., Princeton
Christian A. Johnson Professor of Music (1965)

Stephen C. Trombulak, A.B., University of California, Los Angeles; Ph.D., University of Washington
Assistant Professor of Biology (1985)

Van Horn Vail, A.B., University of Washington; M.A., Ph.D., Princeton
Professor of German (1966); Director of the School in Mainz, 1988–89

Roberto A. Véguez, B.S., Columbia; M.A., Ph.D., University of Wisconsin
Professor of Spanish (1972)

Gregory J. Vitercik, A.B., Columbia; M.A., Ph.D., SUNY at Stony Brook
Assistant Professor of Music (1986)

John T. Walsh, A.B., Southeast Missouri State University; M.A., San Francisco State University; M.Div., Pacific School of Religion
Chaplain (1986)

Christopher D. Watters, B.S., Notre Dame; M.A., Ph.D., Princeton
Irene Heinz and John LaPorte Given Professor of Pre-Medical Sciences (1968)

John Weeks, A.B., University of Texas, Austin; M.A., Ph.D., University of Michigan
Professor of International Politics and Economics (1987); Director of the Program in International Politics and Economics (1988)

Bernd Widdig, M.A., Stanford
Visiting Instructor in German (1988)

John Wilders, Ph.D., Cambridge University
John Hamilton Fulton Visiting Professor of the Humanities (fall and winter terms) (1984)

Christopher Wilson, A.B., Illinois Wesleyan; M.A.R., Yale Divinity; M.A., M.Phil., Ph.D., Yale
Associate Professor of Art (1979)

P. Frank Winkler, Jr., B.S., California Institute of Technology; M.A., Ph.D., Harvard
Professor of Physics (1969)

Marc Witkin, A.B., Harvard; M.A., University of Chicago
Instructor in Classics (1988)

Richard L. T. Wolfson, A.B., Swarthmore; M.S., University of Michigan; Ph.D., Dartmouth
Alfred P. Sloan Resource Professor (1987); Professor of Physics (1976)

Joanna Wayland Woos, A.B., Oberlin College; M.A., M.S., University of Kentucky; M.Phil., Columbia
Instructor in Economics (1988)

Phanindra V. Wunnava, B. Commerce and M. Commerce, Andhra University; M.A., D.A., University of Miami; Ph.D., SUNY at Binghamton
Assistant Professor of Economics (1985)

Don J. Wyatt, A.B., Beloit; M.A., Ph.D. Harvard
Assistant Professor of History (1986)

Oliver Larry Yarbrough, A.B., Birmingham-Southern College; B.A. (M.A.) Cambridge University; M.Div., Candler School of Theology, Emory University; M.Phil., Ph.D., Yale
Assistant Professor of Religion (1983), on leave 1988–89

Clara Yu, A.B., National Taiwan University; M.A., Ph.D., University of Illinois
Assistant Professor of Chinese (1987)

Patricia Zupan, A.B., Duquesne University; M.A., Ph.D., Indiana University
Assistant Professor of Italian (1982), on leave fall term 1988–89

ASSISTANTS IN INSTRUCTION

Suyapa Palma Calix
Assistant in Spanish (1988)

Harry T. L. Ernevad, Gotesborg Tekniska Inst., Gotesborg Universitet
Assistant in Chemistry (1977)

Elisabeth Jung
Assistant in German (1988)

Marylou Lamphere, A.B. St. Michael's College
Assistant in Chemistry (1988)

Nathalie Pont, Licence & DEUG, University of Paris X
Directress of the Chateau, Assistant in French (1988)

H. Peter Wimmer, A.B., M.S., Lehigh; Ph.D., University of Vermont
Assistant in Biology (1972)

EMERITI

James Isbell Armstrong, A.B., Ph.D., LL.D., Litt.D., L.H.D.
President Emeritus, and Professor Emeritus of Classics (1963); Emeritus, 1975

Donald Henry Ballou, A.B., Ph.D.
Charles A. Dana Professor Emeritus of Mathematics (1942); Emeritus, 1973

Horace P. Beck, A.B., Ph.D.
Professor Emeritus of Folklore (1956); Emeritus, 1983

Douglas Stow Beers, Ph.D.
Hudson Professor Emeritus of English (1925); Emeritus, 1963

Ronald Bielli, B.S., M.A.
Professor Emeritus of Mathematics (1956); Emeritus, 1984

Leslie Cole Bigelow, A.B., Ph.D.
Professor Emeritus of Philosophy (1952); Emeritus, 1978

Claude L. Bourcier, Agrégé de L'Université
Alumni Professor Emeritus of French (1937); Emeritus, 1975

John Gerald Bowker, Ed.M., L.H.D.
Baldwin Professor Emeritus of Mathematics (1926), Dean Emeritus of the Faculty (1953); Emeritus, 1967

Walter Brooker, A.B., Ed.D.
Vice President Emeritus (1956); Emeritus, 1982

Philip W. Carruth, A.B., M.A., Ph.D.
Professor Emeritus of Mathematics (1966); Emeritus, 1976

Pierina B. Castiglione, M.A., Dottore in Lettere
Lecturer Emerita in Italian (1972); Emerita, 1975

Salvatore J. Castiglione, A.B., Ph.D., Litt.D.
Jean Thomson Fulton Professor Emeritus of Italian (1966); Emeritus, 1975

William B. Catton, A.B., M.A., Ph.D.
Historian-in-Residence Emeritus (1964); Emeritus, 1984

John H. Clagett, B.S., Ph.D.
Professor Emeritus of English (1955); Emeritus, 1978

John V. Craven, A.B., M.A., Ph.D.
Professor Emeritus of Economics (1956); Emeritus, 1983

Wendell F. Forbes, A.B., Middlebury
Associate Professor Emeritus of Physical Education (1962); Emeritus, 1987

Stephen Albert Freeman, Ph.D., LL.D., L.H.D., Litt.D.
Professor Emeritus of French (1925); Vice President Emeritus (1943); Emeritus, 1963; Director Emeritus of the Language Schools (1946); Emeritus, 1970

Grant H. Harnest, A.B., Ph.D.
Irene Heinz and John LaPorte Given Professor Emeritus in Pre-Medical Sciences (1975); Professor Emeritus of Chemistry (1943); Emeritus, 1982

William Harris, A.B., Ph.D.
Professor Emeritus of Classics (1956); Emeritus, 1988

Harold Bradford Hitchcock, A.B., Ph.D.
Mead Professor Emeritus of Biology (1943); Emeritus, 1968

Charles Leonard Hoag, A.B., M.A., Ph.D.
Alumni Professor Emeritus of Political Science (1947); Emeritus, 1972

Marion E. Holmes, A.B.
Secretary Emerita of the Faculty (1937); Emerita, 1977

J. Rowland Illick, A.B., Ph.D.
Professor Emeritus of Geography (1946); Emeritus, 1986

Elizabeth B. Kelly, A.B.
Dean Emerita of Women (1946); Emerita, 1970

Mary E. Lick, A.B., Lake Erie; M.S., Smith
Professor Emeritus of Physical Education (1956); Director Emeritus of Physical Education (1974); Emeritus, 1987

Duncan J. McDonald, B.S., M.A.
Professor Emeritus of Biology (1967); Emeritus, 1985

Walter A. Moyer, Jr., B.S., Ph.D.
Professor Emeritus of Chemistry (1951–71); Associate Dean Emeritus of Sciences (1981); Emeritus, 1985

Howard McCoy Munford, B.S., Ph.D.
Charles A. Dana Professor Emeritus of American Literature (1941); Emeritus, 1977

Berthe O. Normano, Litt.D.
Lecturer Emerita in Russian (1960); Emerita, 1966

Edwin L. Pool, B.S., Ph.D.
Professor Emeritus of Chemistry (1954); Emeritus, 1988

Carroll Rikert, Jr., A.B., M.B.A., C.P.A., LL.D.
Treasurer Emeritus (1952); Emeritus, 1983

E. Kirk Roberts, A.B., Ph.D.
Professor Emeritus of Chemistry (1952); Emeritus, 1983

Charles P. Scott, A.B., B.D.
Chaplain Emeritus (1951); Emeritus, 1986

David K. Smith, A.B., Ph.D.
Alumni Professor Emeritus of Economics (1950); Emeritus, 1988

Erie T. Volkert, A.B., M.A.
Professor Emeritus of Drama (1941); Emeritus, 1976

Erica B. Wonnacott, A.B., M.A.
Dean of Students Emerita (1970); Emerita, 1988

Howard E. Woodin, B.S., M.S., Ph.D.
Professor Emeritus of Biology (1953); Emeritus, 1985

Historical Events at Middlebury

1761	Nov. 2	Charter of the Town of Middlebury granted by New Hampshire Governor Wentworth.
1766	June	John Chipman cleared the first "pitch" in Middlebury.
1773	June	Benjamin Smalley built the first log house in Middlebury.
1777	Jan. 15	Vermont declared itself a Free and Independent State.
1778	Nov.	Middlebury settlement completely plundered by British.
1783	April	Settlers returned to Middlebury township.
1791	Mar. 4	Vermont admitted to the Union as the Fourteenth State.
1796	Oct. 25	Present site of college campus annexed from town of Cornwall.
1797	Nov. 8	Addison County Grammar School chartered by Vermont Legislature.
1798	Sept. 30	Timothy Dwight visited Middlebury at Charter House and advised town leaders about starting a college.
1800	May	A Female Academy established by Ida Strong.
	Nov. 1	Middlebury College charter granted by Vermont Legislature; Jeremiah Atwater named first President.
	Nov. 4	First Trustees meeting.
	Nov. 5	Seven students admitted; East College occupied.
1802	Aug. 18	First College Commencement; Aaron Petty graduated.
1806	Aug. 21	Professorships of Natural Philosophy and Law created.
1807	July	Emma Hart elected Principal of the Female Academy.
1809	May 31	Middlebury Congregational Church dedicated.
	Aug. 16	Jeremiah Atwater resigns; Henry Davis elected President.
1810	Aug. 15	Professorship of Languages established.
	Sept.	Series of religious revivals continued.
1814	Sept.	Emma Hart Willard opened her Female Academy in house now occupied by Admissions Office.
1815	Mar.	West College completed, later named Painter Hall; oldest college building in Vermont.
1816	Aug. 22	Professorship of Divinity established.
1817	Oct. 6	President Henry Davis resigns; Joshua Bates elected President.
1819	May 21	Gamaliel Painter died, leaving most of his estate to Middlebury.
1820	Aug. 16	Middlebury College affiliated briefly with Castleton Medical School.
1821	Aug.	Robert Patton, Ph.D. Göttingen, introduced German.
1824	Aug. 18	Middlebury Alumni Association formed.
1827	Dec. 4	Mechanical Association for physical exercise tried.
1830	Oct. 28	*The Undergraduate* published for one year.
1833	July	The Philomathesian Society, undergraduate literary and debating society, formed with its own library.
1835	Aug. 20	Professorship of English Literature and Education created.
1836	Aug.	Old Chapel completed, housing the chapel, offices, and classrooms.
1839	Jan.	The Burchard religious revival ended disastrously.
	Sept. 4	President Joshua Bates resigned.
1840	Apr. 20	Morning chapel changed from 5:30 a.m. to 5:00 a.m.
1841	May 18	Benjamin Labaree inaugurated President.
1842	Dec. 2	First Forefathers' Day celebrated at Middlebury.
1843	Nov. 26	Chapter of Chi Psi founded; college's first fraternity.
1850	Aug.	Semicentennial Celebration; fund of $35,000 raised.
1861	April	Many students enlisted for service in Civil War.
	Aug.	Starr Hall completed, named for Peter Starr, Trustee.

1864	Dec. 25	Starr Hall burned.
1865	Aug. 8	President Benjamin Labaree resigns.
	Nov.	The first *Kaleidoscope* published.
1866	Jan. 2	Harvey K. Kitchel elected President
	June	Bread Loaf Inn opened by Joseph Battell.
1867	June	Alexander Twilight Hall built on site of old East College; used as Grammar School until 1982.
1868	Aug. 7	Phi Beta Kappa charter granted to Middlebury.
1873	July	President Harvey Kitchel resigned.
1875	June 8	Calvin B. Hulbert elected President; resigned in 1880.
1876	Mar.	The *Undergraduate*, student newspaper, began publication again.
1880	Aug. 23	Cyrus Hamlin elected President.
1881	Sept. 27	Library moved from Old Chapel to North Painter Hall.
	Oct.	Gymnasium installed in South Painter Hall.
1883	Sept. 13	First women enter Middlebury, 3 full-time, 4 part-time.
	Oct.	Hamlin Commons, first dining-hall, opened; burned 1945.
1884	Sept.	Athletic Association organized.
1885	July 1	President Cyrus Hamlin resigned.
1886	Apr. 17	Ezra Brainerd elected President.
1888	Mar. 16	College snowbound in fifteen-foot drifts.
	Nov. 24	State Legislature gives first financial assistance, $2,400 for scholarships.
1889	Nov.	First Glee Club formed.
1890	June	Elective system established, with option of a B.S. degree.
1891	Sept. 10	First women's dormitory opened, named Battell Hall.
1897	July 13	Chair of Political Economy and International Law created.
1900	July 1–5	Celebration of College's Centennial.
	July 3	Starr Library dedicated; built with bequest of Egbert Starr.
1901	Aug.	Warner Science Hall, gift of Ezra Warner '61, created a center for the sciences.
1902	Dec. 4	The "Women's College at Middlebury" established by Legislature.
1905	Feb. 4	The *Undergraduate* became the *Campus*.
1908	Oct. 17	President Ezra Brainerd resigned; John Thomas elected President.
1909	May	Joseph Battell donated women's campus, area north of College Street, including Battell Cottage, now Adirondack House.
	July 6	First Summer Session opened, with general curriculum.
1911	June 20	Pearsons Hall completed, on ridge of women's campus.
	June	Pan-Hellenic Council created.
1912	Mar. 9	Alumnae Association formed.
	May	Women's Athletic Association organized.
	June	McCullough Gymnasium completed; named for John G. McCullough, Trustee.
	Oct.	Central Heating plant installed for campus buildings.
1913	June 17	Chemistry Building occupied; named for Prof. P.C. Voter.
1915	Feb. 23	Joseph Battell died, bequeathing a mountain campus of over 30,000 acres.
	June 29	Specialized German Summer School opened in Pearsons Hall.
1916	July 8	French Summer School opened on same pattern.
	July	Mead Memorial Chapel erected on high point of campus; gift of Dr. John A. Mead, '64.
	Sept.	Hepburn Hall occupied; gift of A. Barton Hepburn '71.
1917	May 6	College closed to permit students to enlist.
	June 30	Spanish Summer School opened.
	Aug. 13	Faculty Furlough Fund created by Henry F. Walker '60.
	Sept. 26	The *Campus* became a weekly newspaper.
1918	Oct. 25	S.A.T.C. programs for military training adopted.
1920	June 30	Bread Loaf Summer School of English opened.
	Sept. 20	Maison Française, first continuous French House in America opened.

1921	Jan. 28	President John Thomas resigned.
	July 28	Paul D. Moody elected President.
1922	Nov. 22	Black Panther adopted as College mascot.
1923	Feb. 22	Middlebury's first Winter Carnival.
	Sept.	Abernethy Library collections added to Starr Library.
1925	Sept.	Le Château, center for French study, opened.
	Oct.	Porter Medical Center opened for college and community.
	Oct.	Two wings added to Egbert Starr Library; given by family.
1926	June 5	First *Alumni News Letter* published.
	Aug. 16	Writers' Conference opened at Bread Loaf.
1927	Aug. 18	First Doctorate in Modern Languages (D.M.L.) granted.
	Nov. 3	The great Vermont flood.
1931	May 6	General examination system adopted.
	June 14	Library and Music Hall at Bread Loaf burned; rebuilt in 1932.
	July 6	German Summer School reopened, at Bristol.
1932	July 1	Italian Summer School opened.
1936	June 13	Forest Hall dedicated; built with funds from sale of Battell Forest to U.S. Govt.
1938	June 12	Commencement held for the first time in Mead Memorial Chapel with new balconies.
1940	Aug.	Gifford Hall opened; memorial to James M. Gifford '77.
1941	Feb. 3	Munroe Hall opened, for classrooms and offices; gift of Charles A. Munroe '96.
1942	Feb.	College goes on year-round wartime schedule.
	June	President Paul D. Moody resigns; Stephen A. Freeman Acting President.
1943	Jan. 6	Samuel S. Stratton inaugurated as President.
	July 1	Navy V-12 Unit of 500 men established.
1945	June 29	Russian Summer School opened.
1947	Nov. 7	Fifty meter ski jump at Snow Bowl completed.
1948	July 1	First women serve on Board of Trustees: Gertrude C. Milliken '01 and Alice G. Howson '30.
1949	June 11	World War II Memorial Field House dedicated, now includes Pepin Gymnasium and Nelson Arena.
	Oct. 1	Middlebury School of French established in Paris.
1950	Sept. 30	Sesquicentennial Celebration, Convocation; and dedication of Lang Field.
	Nov. 25	The hurricane does much damage.
1950–55		The Battell Halls, North, Center and South, completed; named in memory of Joseph Battell.
1951	June	Carr Hall completed, for health offices; named for Reid Carr '01.
	Oct. 1	Middlebury School of Spanish established in Madrid.
1952		Pres. Stratton on leave in Saudi Arabia; Vice Pres. Freeman in charge.
	Sept. 18	R.O.T.C. Unit established.
1953	Dec. 23	College Playhouse on Weybridge Street burned.
1954	Mar. 18	Gifts from Wilks Estate total $2,454,399.
1956	Sept.	Stewart Hall opened; named in memory of the John W. Stewart family.
1957	July 1	Endowment Grants from Ford Foundation total $549,500.
1958	Oct.	Wright Memorial Theatre completed, honoring Charles B. Wright, Professor of English, 1885–1920.
1959	Oct. 15	Middlebury School of German established in Mainz.
1960	Sept.	Proctor Hall student center opened; honoring Gov. Redfield Proctor, trustee.
	Oct. 1	Middlebury School of Italian established in Florence.
1963	Sept. 1	President Samuel Stratton retires; James I. Armstrong elected President.
	Sept.	Allen Hall opened; named for Cecile Allen '01.
	Sept.	Arthur M. Brown Swimming Pool completed.
	Sept.	First course in computers given in Mathematics Dept.
1965	Sept. 27	Sunderland Language Center and Dana Auditorium dedicated; named for Edwin S.S. Sunderland and Charles A. Dana, benefactors.

1966	June 11	Middlebury Challenge Fund of $8,039,722 with grant of $1,700,000 from Ford Foundation, completed.
	June 22	Chinese Summer School opened.
1968	Sept. 16	The 4-1-4 Curriculum went into effect.
	Oct. 12	Christian A. Johnson Memorial Building for music and fine arts dedicated.
1969	Jan. 6	Science Center opened, with facilities for Chemistry, Biology, Geology, Physics, and Library.
	Feb. 7	Hadley and Milliken Halls, dormitories on west ridge opened; named for Egbert C. Hadley '10, trustee; and Gertrude C. Milliken '01, first woman trustee.
1970	June 14	Japanese Summer School opened.
	Sept.	Social Dining Units opened; at north end of campus, named for Prof. R.L. "Doc" Cook; Stephen A. Freeman; and Cyrus Hamlin.
1971	Sept.	Kelly and Lang Halls, dormitories, opened; named for Elizabeth B. Kelly, Emerita Dean of Women; and Fred P. Lang '17, trustee.
1974	June	Fletcher Field House opened; named for Paris Fletcher '24, trustee.
	Sept.	Computer terminals operating for academic departments, library, and administration.
1975	Sept. 1	President James I. Armstrong retires; Olin C. Robison elected President.
	Sept.	Atwater and Davis Houses, A-frame dormitories opened; named for the first two presidents.
1977	Sept. 15	Middlebury School of Russian established in Moscow.
1978	June	Middlebury Summer School of English established at Lincoln College, Oxford.
1979	Oct.	Meredith Wing added to Starr Library; named for Douglas Meredith, trustee.
	Nov.	Kirk Alumni House Conference Center opened; named for John Kirk '39 and Barbara Kirk '41.
1980		College buys, renovates, and administers all fraternity houses.
1982		Memorial Field House extensively renovated and enlarged.
	June 20	Arabic Summer School opened.
1984	June 2	Campaign to raise sixty million dollars begun.
	Sept. 27	Dalai Lama, head of Tibetan Buddhists, leads Conference.
1986	May 23	Dedication of Alexander Twilight Hall, the Old Grammar School, built in 1867, bought and renovated by the College; named for first U.S. black college graduate, Alexander Twilight '23.
	May 24	New carillon of 48 bells in Mead Chapel dedicated.
	Sept. 7	New "North Dormitory" opened.
1987	June	Extensive renovations to Painter Hall completed.
		Six million dollar bequest from estate of Alexander H. Fulton, largest single gift ever received by the College.
	Oct.	Emma Willard House refurbished and large wing added.
1988	Jan.	Gamaliel Painter House in town is beautifully restored.
	Feb.	Renovations to Starr Hall completed.
	Sept.	Freshman Seminar Program begins.
		Renovations to Pearsons and Hepburn Halls completed.
	Oct.	Ballenger Computer Center in renovated Voter Hall dedicated.

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CALENDAR 1988–1989

1988 AUGUST

31–Sept 4 Wed–Sun	Alumni College

SEPTEMBER

6 Tuesday	Fall Freshman Week begins
11 Sunday	Convocation
13 Tuesday	Fall Term Classes begin (8:00 a.m.)
30–Oct 2 Fri–Sun	Parents Weekend I

OCTOBER

14–16 Fri–Sun	Parents Weekend II
21–23 Fri–Sun	Homecoming
24–25 Mon–Tues	Mid-Term Recess

NOVEMBER

3 Thursday	All-College Meeting Night
22 Tuesday	Thanksgiving Recess begins (5:00 p.m.)
28 Monday	Classes resume (8:15 a.m.)

DECEMBER

10 Saturday	Fall Term Classes end (12:15 p.m.)
12 Monday	Examination Period begins
13 Tuesday	Final Exams begin (Exams scheduled on Tuesday, Thursday, Saturday, Monday and Tuesday)
20 Tuesday	Examination Period ends. Christmas Recess begins

1989 JANUARY

9 Monday	Winter Term begins (8:15 a.m.)
13–15 Fri–Sun	Alumni Winter Weekend

FEBRUARY

3 Friday	Winter Term ends (5:00 p.m.) Winter Recess begins
9 Thursday	Spring Freshman Week begins
13 Monday	Spring Term Classes begin (8:15 a.m.)
23 Thursday	Winter Carnival Recess begins (5:00 p.m.)
27 Monday	Classes resume (8:15 a.m.)

MARCH

25 Saturday	Spring Recess begins (12:15 p.m.)

1989 APRIL

3 Monday	Classes resume (8:15 a.m.)
20 Thursday	All-College Meeting Night

MAY

13 Saturday	Spring Term Classes end (12:15 p.m.)
15 Monday	Examination Period begins. General Exams begin
16 Tuesday	Final Exams begin (Exams scheduled on Tuesday, Thursday, Saturday, Monday and Tuesday)
23 Tuesday	Examination Period ends
27 Saturday	Baccalaureate
28 Sunday	Commencement

JUNE

2–4 Fri–Sun	Spring Reunions
5–9 Mon–Fri	Spring Alumni College
9 Friday	Language Schools Nine-Week Session begins
26 Monday	Bread Loaf School of English at Oxford begins
27 Tuesday	Bread Loaf School of English in Vermont begins
23 Friday	Language Schools Seven-Week Session begins
26 Monday	Language Schools Six-Week Session begins

AUGUST

5 Saturday	Commencement, Bread Loaf School of English at Oxford
6 Sunday	Bread Loaf School of English at Oxford ends
12 Saturday	Commencement, Bread Loaf School of English in Vermont
13 Sunday	Bread Loaf School of English in Vermont ends
15 Tuesday	Bread Loaf Writers' Conference begins
11 Friday	Commencement, Language Schools
12 Saturday	Language Schools Six-Week, Seven-Week and Nine-Week Sessions end
27 Sunday	Bread Loaf Writers' Conference ends
30–Sept 3 Weds–Sun	Alumni College

DIRECTIONS FOR CORRESPONDENCE

College Telephone Number: (802) 388-3711, with the following extension numbers

For information about:

Admissions	Dean of Admissions, The Emma Willard House	5153
Alumni Affairs	Director of Alumni Relations, Forest Hall	5181
Athletics	Director of Athletics, Memorial Field House	5250
Business Matters	Vice President for Administration and Treasurer, Old Chapel	5404
Career Counseling and Placement	Director of Career Counseling and Placement, Adirondack House	5100
General Information	Director of Student Activities Proctor Hall	5338
Gifts and Bequests	Director of Development, Forest Hall	5181 or 5183
Educational Program	Dean of the College, Old Chapel	5393
Financial Aid	Director of Financial Aid, The Emma Willard House	5158
Health Services	Director, Parton Health Center	5135
Payment of Bills	Comptroller, Old Chapel	5366
Section 504 of the Rehabilitation Act of 1973	Vice President for Administration and Treasurer, Old Chapel	5393
Bread Loaf School of English, 4 Hillcrest		5418
Bread Loaf Writers' Conference, Munroe Hall		5286
Foreign Language Schools	Director of Language Schools Sunderland Language Center	5508
Student Affairs	Dean of Students, Old Chapel	5382
Transcripts		
Current Undergraduates, Old Chapel		5382
A.B. Alumni, Old Chapel		5376
Language Schools and Bread Loaf Alumni, Sunderland Language Center		5517

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